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O'er the past that is withered and dead;
What though the heart's roses are ashes and dust?
What though the heart's music be fled?
Still shine the grand heavens o'erhead,
When the voice of an angel thrills clear on the soul:
Gird about thee thine armor, press on to the goal!"
—Paul H. Hayne.

ELEVEN well trained animals, members of Yale college, fought an equal number of well trained animals from Princeton college, last Thanksgiving Day. They pounded and kicked each other over a foot ball for most of the afternoon, and then several of them adjourned to a drinking saloon and made such a disturbance that the proprietor had to turn off the gas to stop a fight. It is not yet decided which college disgraced itself the most. This is purely an affair of education and equalization—an education of brutality and an equalization down. Instead of showing how muscle can be turned into some moral and intellectual channel, they demonstrated how it could not. In value such an exhibition is not a whit above the old gladiatorial shows, and if several members of the "teams" had been

killed the world would have only regretted the death of physical prodigies. No tears over dead intellect would have been shed. If school gymnasiums are to graduate "crack" members of base ball "teams," who get larger salaries for playing games than they could for teaching school, the sooner they are turned into intellectual uses the better it will be for the good of humanity. The sporting world must look elsewhere for its recruits than inside the walls of Christian colleges.

HOW many voters know how the President is elected? Why? Because it is not taught in the elementary schools, but left until a time when civil government is studied, which is usually after a majority of pupils have left school. A man once said in a public meeting: "I voted for Lincoln but I am thankful to say I scratched Johnson's name from the ticket." No one seemed to doubt his word, but the fact was he stood before his audience self-convicted of falsehood. There are thousands of pupils who can tell where the District of Columbia is situated but who do not know how it is governed, and whether its people have any voice in making its laws. Even so simple a question as: To how many senators is each state entitled? cannot be answered by many pupils who are studying algebra. To know the principles of government is especially important in a country where all children will become citizens and one-half voters. A knowledge of the methods of law-making underlie a knowledge of right law. Just now prohibition is before the people and it is a duty to talk about it in the school-room. Many teachers are afraid of the discussion of this question because it is said to be political, but the fact is, it is above politics. The question of whether it is right to prohibit the sale of liquor as a beverage is one that touches the very foundation of society. The tariff, civil service reform, and taxation are purely questions of expediency, but this temperance question is one of right or wrong, and as such should be talked about in the school. It belongs to the department of civil morals and not state politics.

Citizenship is a responsible gift of a state to its members, the most responsible is the right of suffrage. To prepare our boys and girls for becoming both citizens and voters is a trust especially committed to teachers.

AN old lady was once asked how she did so much work and yet knit so many stockings. She said:

"I knit when I'm not doing anything else, and I do something else when I'm not knitting." This was her secret of success.

A busy man said to his friend, "When I can't write with a pen without fatigue I use a soft pencil. When that tires me, I try a type-writer. If that is tiresome, I dictate. When that fails, I read. If still stupefied, I go out for a walk. If, on coming back, I am still dull, then I give it up and go to sleep."

A successful teacher remarked to us last week: "I always study two hours daily." That is the secret of his efficiency. He is always at something, and that is always certain to be a useful thing and have some bearing on his work. The late Professor Snell of Amherst College had a workshop in his house in which he made many useful and new pieces of apparatus. He was never idle. When he became tired of studying mathematics he would take up physics, and when that became too fatiguing he would go into his shop. He lived to an advanced age and was a popular teacher almost to the end of his life.

Recreation is not idleness but a change of work. The brain is always active. The difficulty with many who break down from so called "over-work" is because they keep at one thing too long. This is the reason some children are called dull. They are

made to study what they do not like until all intelligence seems to depart. A pupil was once told in an arithmetic class: "You shall not recite in another class until you get this lesson." She was kept after school, urged, scolded, and at last punished, but she could not get the lesson. All her thoughts departed as soon as she tried. She never did get the lesson; and through all her life had an aversion for mathematics, no amount of study could overcome. A judicious change of work, at the critical time, would have cured the difficulty, but under a mistaken notion that the only way to be busy is to continue doing one thing until it is done, this poor girl received a life-long mental injury.

Religion is most needful and prayer necessary, but the longest prayer in the Bible can be repeated in seven minutes. When the apostle says, "Pray without ceasing" he doesn't mean to keep on bended knees twenty-four hours in a day. Meat is needful, but a pure meat diet would soon produce disease. A change of work is as necessary as a change of food. Absolute rest from either eating or studying for any length of time, would produce serious results. Diligence in something is the one necessary condition of all kinds of health.

In school government this principle applies with great force. When a school or class becomes restless, and the teacher does not provide for a change of occupation, serious results are likely to follow. It is not uncommon for a teacher to say: "Study your lesson!" "Let the room be more quiet." "Give attention." All such commands are evidences of weakness. The influences of the class and school-room should be such as will lead the pupils to be busy about something useful. As a general thing, children will find some way of doing what they like to do. Now if what they like to do is education, and is so presented to them that they can have a change of occupation, there will be little disposition to engage in mischievous sports. The time is coming when pupils will hardly be able to discriminate between school time and play time, and in the future school, class work will be no more exhausting and repulsive than play work. It is so now in the kindergarten. A healthy growing child is almost always ready for play and eating, he should be always equally ready for school and study. What we like to do we do with all our might, and the education of the young must proceed upon this principle if it is to be successful in holding the voluntary attention of learners.

A PREPARATION for the world as it is should be the object of school work, and a discussion of the President's message is an excellent way of educating young people for its duties. The recent message of President Cleveland to Congress is full of points that can be profitably discussed. Among these topics are, the consequence of stopping silver purchases, shall the United States give free coinage to silver, and shall our government buy more than \$250,000,000 of it? shall we tax raw materials? what is the best course to pursue in regard to our Indians? what is a patent, and how can the obtaining of one be made more efficient? how can the public lands be made most useful to the people of our country? what is a pension and under what authority is one granted? what is the civil service reform, and how can it be made of profit to the country? These questions may seem to be too difficult for many pupils, and in the form they are presented here they probably are, but the questions of tariff, internal revenue, national debt, pensions, patents, and taxes can be taught in such a manner as to interest even quite young pupils. We have often talked in this paper concerning the necessity of bringing the child as early as possible in contact with the affairs of the world, and here is a way of putting theories into practice.

OUR FRIENDS AND OURSELVES.

Sit down right here, dear subscriber, right by our side, and let us have a talk; imaginary, of course, but real, after all. You belong to our family, glad of that. Hope you like us, our illustrations, paper, type, and general appearance, and especially that which can be used by the working teacher. We don't see how we can plan our "make-up" better just now. If you see any way let us know. You are hard at work, day after day, sometimes discouraged, and we want to inspire you with better thoughts, impulses, and ways. Are we doing this? Tell us honestly. We are giving each week the best we can get, not theoretical, but practical; not what may be used, but what has been actually proven to be good.

You think we ought to furnish the JOURNAL for less than \$2.50 a year. This we do when clubs are formed, but the expense of publishing a paper like ours is great. With a subscription list of 20,000 we can only make two ends meet. It will be only when we have a stable list of subscribers of 40,000, who will renew without solicitation, that the price can be lowered. But at present think what we are giving you, 50 numbers a year, each filled with the best material we can get from the entire educational field. You can afford to make some sacrifice in order to receive the weekly visits of this friend. Are we not worth to you five cents a week? Thousands spend five times this sum for cigars and think nothing about it.

Will you help others by helping us? How? Speak a good word, show a good article, get up a club, send us a lesson plan, give us a report of an educational meeting, send us the names of several to whom you would like us to send specimen copies of our papers, by all means be prompt to send us your renewal subscription, and try at least to get one to subscribe who does not now take the JOURNAL.

With the most cordial wishes for your prosperity, and a pledge of increased faithfulness on our part, we remain your friends,

THE EDITORS.

THE SUPERINTENDENT.

The work of an educational supervising officer is most important, because:

1. There are so many young teachers who need special help. Many of them have received all their literary and pedagogical education in a common district school. They know nothing of teaching except what they have seen, often under the most disadvantageous circumstances. Having received, perhaps, a third grade certificate they enter the school-room, with no knowledge beyond the limited sphere in which they have moved. Now, if a superintendent must license such teachers, he must help them. It is his most imperative duty. They need not so much criticism as instruction, and they naturally look to the superintendent as their natural educational father.

2. Progress depends upon the superintendent. Through his examination, he can keep his whole district grinding away at antiquated fictions, learning intricate and unused rules in arithmetic, parsing inverted sentences, memorizing the nonsense of grammar, and committing to memory a mass of useless dates, rules, and exceptions, all because "the superintendent will ask these questions." Valuable time is occupied in marking time. No progress is made. It is a dead grind, grind, grind, depressing in its educational effect. But if the superintendent is fully imbued with the spirit of the age, he will emancipate his schools from the bondage of cram, and lift pupils and teachers into the purer and sunnier atmosphere of light and liberty. In other words he will march; and if he marches the regiment will be certain to follow.

3. The superintendent is in a situation to inspire confidence among thinking men and women as to the value of schools. There is a growing feeling that education does not pay. Trustees frequently select teachers on account of the price they ask, rather than the fitness they have for the place they are to occupy. It is difficult for them to realize that one teacher at \$50 is worth five times as much as another at \$40, and that it is fre-

quently the case that it would be better to close the school-house for an entire year, rather than put in it a cheap teacher. The superintendent can do a great deal towards educating a better public sentiment as to the cash value the teacher has. It is difficult to convince some men concerning the money value of a good education. The superintendent can do a great work here.

In order to give the superintendent the greatest efficiency his office should be as permanent as possible. He should not only know all the branches to be taught in his schools, but he should know how to teach them.

The superintendent should advise his teachers in reference to the educational papers they ought to take; in fact, he should insist on all taking some professional paper, either monthly or weekly. Many supervising officers err in supposing that all their teachers need is their local manual and their personal instruction. If they receive nothing more they will become narrow. The great reforms of the world will not move them. Teachers must become citizens of the educational world, not of a single circumscribed educational district.

We send this week to every subscriber of the JOURNAL a copy of the new enlarged edition of our catalogue of teachers' books, just issued. We ask every one who receives it, to read it carefully, and if he has no present use for it to hand it to some other teacher who will be interested in it. We have the following strong reasons for requesting this.

1. It has cost us an immense amount of labor and a great deal of money, neither of which we would care to throw away.

2. Because it is invaluable to every teacher as the only catalogue of its kind. In its present form it contains 84 well printed pages with handsome illuminated cover.

3. Because it contains a carefully classified and indexed descriptive list of the best books published for teachers in the U. S.—books that lead the way to success in teaching.

4. Because it contains a description of all the latest teachers' books published to Dec. 1, also a list of reference books, also a descriptive list of dialogue books and speakers.

5. Because the prices given in this catalogue are the lowest teachers' prices; you do not have to ask for a discount—so that a considerable saving can be made on your books.

We know you cannot afford to throw such a valuable catalogue away. Since it was issued a large number of normal schools and reading circles and thousands of teachers have availed themselves of the opportunity to own at the lowest prices the standard books published to aid them in their work. The publishers tell us that every book in the catalogue is kept constantly in stock and that orders are filled with promptness and good judgment. Success to it.

FRIBEL said: "The destiny of nations lies far more in the hands of women, the mothers, than in the possessors of power, or of those innovators who for the most part do not understand themselves."

"We must cultivate women, who are the educators of the human race, else the new generation cannot accomplish its task."

"The immature must become mature, and the immature are especially the women and children, whose human dignity has not been in full measure recognized hitherto."

It has been said, and truly, that no daughter's education ought to be finished without a kindergarten training. God has entrusted the training of children into men and women, largely in the hands of women.

If it is right to tax property to pay for teaching Latin, that a few may be prepared for professional life, why is it not also right to tax it for teaching sewing, wood-carving, type-setting, and all sorts of hand-craft, that the many may be prepared for practical life?

THE education of pupils for citizenship is occupying much attention, as it ought to. All citizens are not voters, but all citizens, in a country like ours, are directly influential in making the state good. Good citizenship is essential to a good state.

A NATIONAL educational exposition is to be held in connection with the next meeting of the national association. Its management has been placed in the hands of Supt. Albert G. Lane, Chicago.

We publish in this number for the benefit of our subscribers a select classified list of the best periodicals published in this country. Subscriptions for any one or a number of these can be sent in with your JOURNAL subscription, often at a considerable saving. Let us order all your subscriptions.

PROFESSOR HEDGE says: "Let those who read for amusement only read whatever amuses them. They may grow by their own experience from delight in what is coarse or trivial to a liking for better things." This is not sound philosophy. Vice and vicious habits grow by what they feed upon. Start right, end right; start wrong, end wrong.

TEACHERS who read good books and papers are those who think good thoughts, and only those who think well are successful. Teachers grow better by imbibing the spirit of those who are better than themselves. The stronger lift the weaker, and although a giant can see farther than a pigmy, yet a pigmy on the shoulders of a giant can see farther than the giant himself. A man who stops reading stops growing, just as one who stops eating starves. Nourishing food makes bone and nerve, just as truly in the mental and spiritual world as in the physical. Read, think, then act and do. This is the only way. There is no other.

It is a cause for much thankfulness that, although our great men are passing away, a new race of still greater men and women are in training. We don't believe the world is growing worse, but better. This improvement is due, in great measure, to school-teachers. "Boodlee" aldermen and defaulting cashiers often fill the whole horizon of our view, and we all say in haste, "All men are liars," but the conclusion is false, only some men are liars, and only some children are trained to fill the generation of criminals now on the stage of action. Teachers, take courage!

"ARISTOTLE did not give to Alexander his mental capacity, nor did Demetrius give to Cicero the gift of oratory. As the petals of the rosebud expand, widen, and burst into the beautiful colors of the rose, under the guidance of nature, so these immortal minds, led in their own natural way, developed and grew until the unfolding of their intellectual faculties blazed in their wonderful consummations as the world's conqueror and orator."

So it is with the child under the guidance of a true teacher. There may not result an immortal mind, but with the unfolding of all the intellectual faculties, the highest possibilities of the child's nature will be realized.

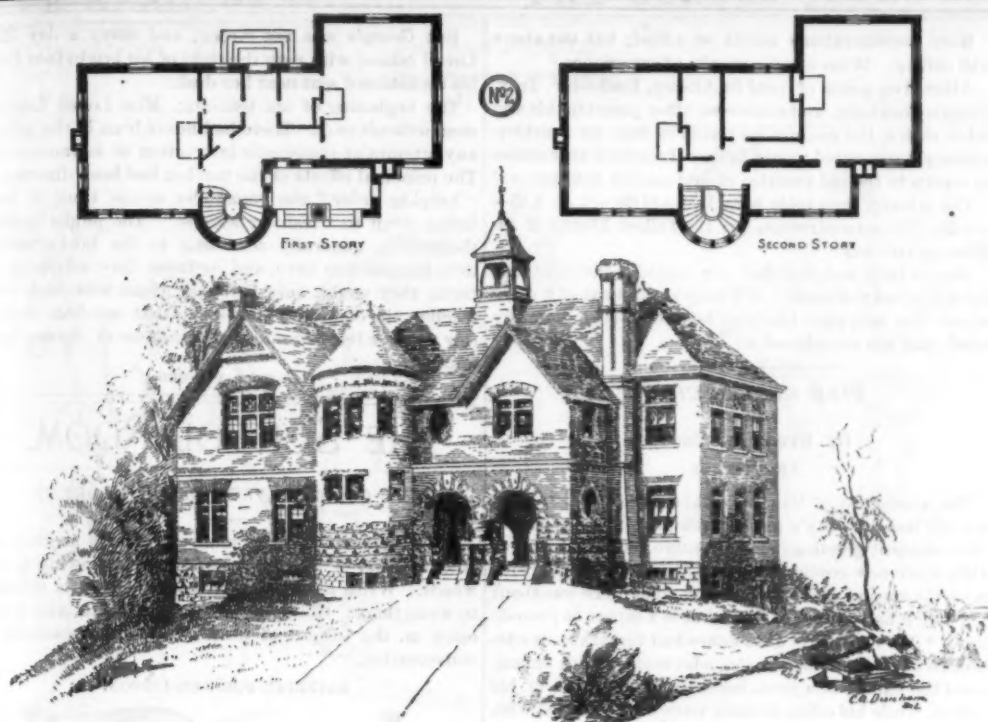
A SCHOOL depends upon what kind of a person the teacher is; not on appliances. The smooth side of a slab for a seat in a log school-house, if a teacher guides the school, is far preferable to polished cherry in a palatial building. A pupil will learn more astronomy from a stick and an apple in the hands of a teacher than from the most expensive apparatus in the hands of a hearer of recitations.

A stubborn pupil isn't half as hopeless as a stupid one.

THE patrons and friends of the Industrial Education Association have been anxiously waiting for the opening of the new building. We are happy to announce that the formal opening will take place Tuesday evening, December 14. Invitations have been sent out quite liberally, and it will doubtless be a most interesting occasion.

THE following story is told of a prominent educator in one of the large western cities as illustrating the difference between theory and practice.

He was strongly averse to corporal punishment, and an earnest champion for the pupil's rights. But it is reported that while visiting in one of the grades, he chanced to witness an altercation between teacher and pupil. He showed sympathy at once for the pupil, patting him on the head and remarking while he gave severe glances at the teacher, that the boy only needed right management; but as he turned to leave the room, he stumbled over the extended foot of the boy whom he had defended, and it is said that the exception to the rule was at once made practical. One would have to be



A MODERN SCHOOL-HOUSE DESIGN.

C. H. DUNHAM, Architect, Burlington, Ia.

This is a design for a brick structure, simple in its arrangements, accommodating 240 pupils. Height of stories, 13 feet. Room on left, second story, 10 feet high on well line, 14 feet in center. This building is well lighted and prepared for thorough ventilation and steam heating, wardrobes, and recitation-room as shown. Staircase with broad treads next to well hole, and a hall well lighted. The porch is a good and useful feature in this design. Basement under the entire building.

more than human to moralize on this and say that the exception was unjustifiable.

It has been said by us that nine out of ten teachers take no educational paper. Is this an exaggeration? Perhaps it is, but we think not. There is a school in Brooklyn having over twenty teachers, where a year ago only one school paper was taken, and that was a monthly. This is a singular exception, but we know of many schools in which ten or twelve teachers club together and take two papers for all. Now we hold that individual ownership of a paper is necessary to its personal usefulness. When a paper comes to a company there is but a company interest in it, but when it comes to a person there is a personal interest in it. We wouldn't give a fig for a letter of friendship addressed to three or four collectively, but we value highly a personal address of confidence and friendship. When a piece of property comes to me as mine, each week, it has a value. We instinctively say on the day of its arrival, "Has my paper come?" It has a personal element of great value. There is a satisfaction in ownership, but there can be but little of this feeling when six or eight have an equal interest in the property. My poor knife is more to me than Mr. Smith's good one is to me. My monthly paper is my friend, and I would rather own it than join in part ownership of a weekly with three or four others.

Whether nine out of ten teachers own a paper in their own right, or whether it is seven out of eight, we are not prepared to say, but we are prepared to say that there are thousands of school keepers who have never known the joy of the individual ownership in any sort of an educational periodical, and it is our most earnest wish that such a joy may speedily become theirs.

THE teachers of our country are realizing the necessity of temperance instruction as never before. It has been found that work expended for the reformation of old drinkers pays a small per cent. of profit, while work in the school and home for the young yields a large and sure return. When a young man makes up his mind not to drink after he has learned the effects of alcohol on the system, he is pretty certain to keep the same mind as long as he lives. There are several reasons why so many of our young men become drunkards: first, they do not believe that alcohol is a poison. Beer, wine, and even a little whisky, now and then, they think is entirely harmless. They are fortified by no physiological arguments. In fact, they often think that liquor if used in moderation is "one of the good creatures of God." Then they have never seen the econo-

mical side of the question. Fifteen cents a day for drink, and as much for cigars is not thought of. It is not much. They never have calculated that it will amount to more than a hundred dollars a year, and that in ten years, if put at interest will yield a sum sufficient to buy a very good house in a respectable village. The truth is that nine out of ten young men have graduated with good business educations in almost all subjects except temperance. They have been preached to, lectured to, and exhorted about it, but never instructed. Now the times are changing and temperance instruction must constitute a part of all public school work. Let us be thankful that the law has come in to aid the reformer, and let it be remembered that any teacher who disregards the teaching of temperance physiology and economy is not only violating statute enactment, but also doing incalculable injury to the young men and women committed to his care.

THE fourth annual meeting of the superintendents of the state of New York was held at Binghamton, Pres. Foster in the chair. Among those in attendance were: Mr. Smith of Syracuse, White of Geddes, Jones of Saratoga, Foster of Ithaca, Beattie of Troy, Simpson of Hornellsville, Waite of Lansingburgh, Snow of Auburn, Gorton of Yonkers, Gorton of Sing Sing, Scott of Binghamton, Hunt of Little Falls, Barrett of Greenbush, Sanford of Syracuse, Cole of Albany, Merrill of Elmira, Peck of Oswego, Miller of Newburg, Slocum of Corning, Skinner of Children's Aid Society of New York, A. G. Genung and Lusk, School Commissioners of Cayuga county, and Andrew H. Draper, Superintendent of Public Instruction.

They discussed various topics. The first taken up was, "What is the value of teaching the metric system?"

The general conclusion was that it was of no value. Mr. Skinner and the president, Mr. Foster, were the only dissentients.

Another question was, "How far and by what method should numbers be taught in each of the first three years?"

Supt. Smith treated the subject in a masterly manner. He favored teaching concrete number only for the first year, by counting objects, not going beyond 5 or ten, but including all the relations of the number including fractions. The second year he would teach to 20, and the third year to 144. Supts. Cole, Beattie, Gorton, Skinner, Jones and others concurred mainly in the views of Supt. Smith. Mr. Sanford dissenting.

The subjects of truancy, compulsory education, factory laws, the propriety of furnishing text-books free to pu-

pils, and the use of false syntax, occupied part of the time.

A warm discussion arose on the question whether attendance on institute meetings should be made compulsory. The general sentiment was against it, though some considered the education obtained at institutes was of great value to the rural teacher, and was good for academies and high schools in the city. Supt. Draper after listening quietly to the criticism and the hot shot poured into his regulations, replied at length. He said that he respected highly the views of the council of superintendents and would endeavor to modify the rules that there would be no further complaint. He wanted time to try his modification before any more legislative action were taken. He confessed that he had secured a pocket veto from the Governor of the bill that was passed by the Legislature limiting the compulsory attendance to county schools. He looked on institutes as a valuable means of education if properly conducted.

After a discussion of various other topics which were all ably handled, the council adjourned to meet next year in Rochester, under the direction of Supt. Gorton of Yonkers, who was chosen president for the ensuing year.

J. W. SKINNER.

THE NATURE AND DEVELOPMENT OF SENSE-PERCEPTION.

BY SUPT. T. M. BALLIET, READING, PA.

It is not the physical eye which sees, and not the physical ear which hears, or else an eagle might see more in a painting than Titian, and a savage hear more in a symphony than Beethoven. It is the mind which sees and hears. The sense of vision is not in the eye. The eye is only a lens through which the mind looks upon the material world. The question of sense training is not a question of training the physical organs of sense. The problem of training the sense of sight is not a question of improving the eye-sight. You can not give a Hottentot the observing powers of a Humboldt or a Darwin by simply perfecting the focus of his eye.

We perceive mainly by means of concepts of things to be perceived, slowly built up in the mind by repeated sense impressions. This is the reason why, before making a journey into a foreign country, we study our guide book and other books descriptive of what we wish to see. We build up concepts in this way with which we may see. This truth underlies also the common remark that in traveling, "we see only what we are prepared to see."

In ordinary sense-perception the process is mainly one of recalling concepts already existing in the mind. The object that addresses the senses serves only as a stimulus to call its corresponding concepts into the mind.

From this it follows that in ordinary sense-perception we add very little to our concepts. This is seen in the fact that we frequently find that we have but the vaguest conception of a thing which we have seen a thousand times. In order that new impressions may be made, and our concepts become clearer and more definite, the act of sense-perception must be accompanied by attention and interest, which makes it practically an act of observation in distinction from an act of mere perception.

The work of sense training, then, is the work of building up in the mind clear concepts of things to be perceived. It is intellectual culture just as much as the work of training the reasoning powers is, for it furnishes the concepts with which reasoning is to be done. If these concepts are imperfect, every reasoning process into which they enter is vitiated.

The different elements that enter into a complex sense-concept are obtained through different senses. Color, light and shade, are perceived by the eye, sound by the ear, roughness and smoothness by the touch, and solidity probably by the muscular sense of the hand. In building up such a concept, these senses must be addressed, each for its own peculiar contribution. We must not address the eye merely to develop in the child's mind the concept of solid form, but the hand. This psychological law underlies kindergarten work, clay modeling, and industrial work generally. To try to teach a child the third dimension through the eye alone is as absurd as it would be to try to teach him color through the sense of touch or hearing. A great deal of time is often wasted in school by giving so-called "object lessons" on solid forms without letting the child handle them, for the purpose of giving him a concept of the third dimension. "Object lessons" is a misnomer for such lessons; they ought to be called "objectionable lessons."

Anything that rivets the child's attention on objects and interests him in them, leads him to observe, and thus becomes a means of building up sense-concepts. Anything that helps to deepen the impressions made on the senses hastens the process of building up these concepts.

Among the many means of this kind may be mentioned the study of natural history, industrial work, painting, and drawing. As drawing is more generally used in public schools than the others, it becomes one of the chief means of sense-training.

It is a mistake, however, to assume that its chief significance lies in the fact that it cultivates the taste and trains the hand; or in the fact that industrial drawing prepares pupils to learn certain trades, and thus is so much assistance to them in the way of earning a living. These are mere accidents—fortunate indeed—but they are not sufficient grounds to justify the teaching of drawing in public schools as a general exercise. The chief value of drawing lies in the fact that it trains the sense of sight, that it helps to deepen the purely visual impressions of objects, and thus helps in building up clear concepts of these objects. By drawing an object but once, as we all know, it is impressed on the mind more vividly than by simply looking at it many times.

As the concepts furnished by the senses form the basis of comparison, generalization, and all the higher reasoning processes; and as they constitute the material out of which the imagination constructs its ideal conceptions, the problem of sense training must be regarded as one of transcendent importance. Without such training, the development and culture of the higher powers is well nigh impossible.

RECESS OR NO RECESS.

BY SUPT. CHAS. W. COLE, ALBANY, N. Y.

This much-mooted question is clearly one of expediency rather than of principle. The propriety of either practice depends on the conditions and environment of the school in which it is to be applied. Given a school building that is without the proper means of ventilation, is badly lighted and ill-heated, and I grant that a general mid-session recess, though still an evil, is a necessity. In this case there is no ground for argument. The physical well-being of the pupils compels the use of the recess as by far the less of two evils.

But, on the other hand, given a well-lighted, sufficiently heated, and fully ventilated building, wherein is constantly conveyed an ample supply of pure air, and from which the vitiated air is as constantly withdrawn, and I contend that with *shortened sessions and full liberty of individual recesses*, the practice of giving a general mid-session recess should be abandoned. My reasons for this opinion are briefly as follows:

First. The healthfulness of school life will be promoted.

1. By preventing exposure to inclement weather.
2. By avoiding the danger of the sudden return of children glowing with exercise, to rooms whose temperature is lowered by the opening of doors and windows.
3. By reducing the liability to injury from accidental collisions and rough play.
4. By giving through shortened sessions a longer play period every day.

Second. The working time of our schools is materially lengthened.

1. The time lost in passing to and from recess is gained for study or recitation.
2. The moments spent in preparing for recess are gained for school-work.
3. The moments spent in recovering from effects of recess are gained for school-work.

Third. The new plan promotes good order and simplifies discipline.

One half the cases of disorder arise during general recesses.

Fourth. The opportunities for exercising petty tyranny are curtailed.

Fifth. The tendency of noisy recesses to form harsh student voices is removed.

Sixth. By abolishing the general recess the opportunities of moral contamination are reduced to a minimum.

Seventh. The longer interval between the two sessions serves family convenience. Dinner carriers perform their office without losing recitations.

Eighth. The earlier hour of closing in the afternoon preserves eyesight.

Ninth. The continuity of an unbroken school session tends to concentrate thought upon lessons, and to the formation of habits of study.

More considerations might be added; but the above will suffice. What are the results of experience?

After five years of trial in Albany, Rochester, Troy, Cohoes, Newburg, and numerous other places in this and other states, the unanimous report is that no considerations yet presented would induce the school authorities to return to the old practice of mid-session recesses.

The Albany time table is A. M. 9-11:30—P. M. 1.15-3.30. No general recess, but the fullest liberty of individual recesses.

We are fully satisfied that our course is the right one for the Albany schools. We have yet to hear of a place where the new plan has been honestly and judiciously tried, that has abandoned it.

PINE GROVE SCHOOL.

BY BYRON A. BROOKS.

CHAPTER VI.

The second day of Miss Lovell at the Pine Grove school saw all the first day's pupils promptly in their places, with pleasant greetings and attentive interest, together with many new pupils, who eyed the strange teacher with more than usual curiosity to know what there was about her which had caused so remarkable a report to precede her. "She's a daisy," Jiles Jones had remarked in confidence to several new pupils, who noticed with amazement the handle of a great hammer sticking out of his pocket, while his other pockets were well ballasted with huge nails. "Never you mind what they are for," he replied. "I tell you she's a daisy, and don't you forget it."

Meantime Bill Brown had appeared early on the school ground, and each new pupil as he appeared was drafted into the service and put to work, picking wood and clearing up the yard, but to whom no explanation of the strange proceedings were vouchsafed by the energetic overseer. The other pupils had not forgotten their parts, the needed repairs were made by order of Mr. Smith, and Miss Lovell furnished a dainty chair and table of her own, and thus it came about before the end of a week that a most cheering change was wrought in the interior of the old school-house. This seemed also to work a magic effect upon the pupils, for, no matter how boisterous they were out of doors, the moment they entered the door and saw the little lady before them by her pretty table, with the suffused light falling upon her from the shaded windows, they seemed to feel that they were entering a lady's parlor and unconsciously to demean themselves accordingly. This feeling she encouraged by many little acts which a lady knows how to use so as to secure their imitation without making others feel too keenly a sense of inferiority.

Her first endeavor was to become closely acquainted with her pupils, not only as scholars, but as persons, with all their circumstances. She had improved her opportunities to inquire from the Smith children as to the families of the other pupils, and she had been much struck by the quaint, yet truthful expressions with which Amasa had described them. She learned that Jiles Jones had always been kept so hard at work by his father that school was his only relief, and it was not strange that the boy who had been up from four o'clock at hard work, did not feel like applying himself to study during his only hours of rest. Bill Brown, on the other hand, she learned, was the son of a saloon-keeper, who was brought up in idleness but was not a bad boy, except when besotted with beer, which he was allowed to drink at will, when he was sullen, obstinate, and utterly insensible to every word of instruction or command.

One family, she learned, was so poor that the children often came to school hungry, and in the winter very irregularly, for lack of sufficient clothing. There was, in addition to the Smiths, a large family of the Wests, who were in good circumstances, and the children were intelligent, attentive, and polite. These, with George Gilman, the Methodist minister's boy, were the teacher's chief delight. The minister's family had recently come into the village as a sort of missionary, to try to establish a church there, and for lack of a suitable dwelling, were obliged to live as best they could over the blacksmith shop, where they patiently endured their discomforts in their labors for others. The minister was a model pastor, but his idea of preaching seemed to be to express one thought in so many forms and with as many words as possible, with most rapid utterance and at the top of his voice.

Little Georgie won Miss Lovell's heart the first day. He was a bright and beautiful boy of seven years, attired with the utmost neatness and as gentle and thoughtful as most of the other pupils were rude and ignorant.

But Georgie was not strong, and many a day Miss Lovell missed with pain the sight of his bright face from his accustomed seat near her desk.

The beginning of her teaching, Miss Lovell found a most difficult task. There had never been in the school any attempt at systematic instruction or advancement. The principal efforts of the teacher had been directed to "keeping order," the remainder of the time, if any, being given to "hearing lessons." The pupils graded themselves, generally according to the books which they happened to have, and in these they advanced as far as they could, only to begin again with each new teacher, the only difference being that one book had a few more or less pages in the arithmetic or reader than another.

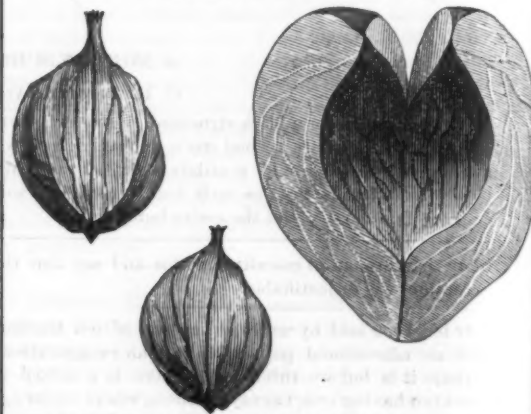
[TO BE CONTINUED.]

THE SCHOOL-ROOM.

THE COMMON NUTS OF OUR FOREST.

Have scholars bring as many specimens as they are able to find. Call for names of nuts growing in our woods. Write names on the board. Require scholars to write them. Children are familiar with, and interested in, the subject of nuts. Make it an exercise in conversation.

MATERIAL FOR THE LESSON.



HICKORY NUT.—A native of North America. *Kinds:* Shag-bark, pecan nut, mocker nut, pig nut, and bitter nut.

Description.—Shape—round or oblong; size—some fines an inch in diameter; shell—thin, but very hard, smooth, with ridges running lengthwise; meat, in two parts, rough surface, sweet and oily. (Describe husk.) *Use:* For the markets. The oil is used for oiling clocks and delicate machinery.

HICKORY TREE.—Size—large and beautiful, 70 or 80 feet high; leaf—pinnate, oblong; bark—sometimes shaggy, outer bark peeling off in long, narrow plates, other varieties have a smoother, firmer bark; timber—heavy and strong, but decays quickly when exposed to heat and moisture; use—valued for fuel, used for hoops for casks, handspikes, whip-handles, carriage shafts, etc. Require scholars to make drawing and write description.



CHESTNUT.—Tree said to have been brought from Asia Minor to Europe. Grows wild in northern part of U. S. is cultivated in southern Europe.

Description of nut.—Shape—triangular, flattened on one or both sides; shell—smooth and thin; two or three grow in a four-valved, prickly bur, having a soft, velvety lining. (Describe also the blossom or catkin.)

Use.—They form the principal food of the poor in south of Europe. They are boiled, roasted, and even ground into flour and made into bread. They contain 15 per cent. of sugar, and, by pressure, are made to yield a sweet juice, which may be converted into a kind of sugar.

CHESTNUT TREE.—Size—large, stately, spreading, noted for size and longevity; leaf—oblong, pointed, serrate edge, smooth and green on both sides; bark—

PICTURE STORIES.
WITH SUGGESTIVE QUESTIONS.

I.

II.

III.



AT THE CROSSING.

1. How is this policeman dressed?
2. Where does he stand?
3. How does he act when an old lady tries to cross the street?
4. How, when a daintily dressed young lady?

IV.

V.

VI.



EXPECTATION.

1. What time of the year is it?
2. Describe the room and fire-place.
3. Whom does the dog expect to see?
4. Do you think he has been told to watch?
5. What will he get in the morning?



A DAY AT SEA.

1. Describe the appearance of the water, clouds, ships and birds.
2. Is there a large party?
3. What is the young man watching?
4. How will they spend the day?
5. Suppose the wind dies out?



IN A GALE.

1. Where do these boys live?
2. What have they come to the country for?
3. Describe the weather when nuts are falling.
4. How did they spend the day?



IN TROUBLE.

1. Does this young man live at home or in a boarding house?
2. What is his business?
3. What is he trying to do?
4. Does he enjoy it?
5. Why is the woman laughing?
6. Will she help him?

PRIMARY FRACTIONS.

BY WILLIAM M. GIFFIN, A.M., NEWARK, N. J.

In this article I mean to try and give some live hints on how to teach "primary fractions," or, in other words, fractions simple enough for any primary pupil to understand. The apparatus that I am going to use is some imaginary pies, which are to be drawn on the blackboard by the teacher. She stands before the class and tells them that she is going to draw a picture on the blackboard of something which they all like to eat; and if she wishes she may set their minds to work by having the pupils try to guess what it is, thus arousing their curiosity; and at the same time many things may come up that will afford an opportunity to teach many good points in language; if so, be sure to take advantage of them.

An error in grammar corrected at such a time may be more lasting and beneficial than a score of rules learned by rote.

But to go back to the pie,—the teacher draws it thus:

"What are we to call this, John?"

John. A pie.

"What part of a pie, Mary?"

Mary. A whole pie.

"Yes; now look and see what I am going to do to the pie. What have I done, William?"

William. You have divided it into halves.

"How many halves, Class?"

Class. Two halves.

"Now look again, and see what I do this time. What is it, Sarah?"

Sarah. You have divided the halves into halves.

"Yes; and what do we call one of these parts, Thomas?"

Thomas. One half of one-half.

"Sure enough, that is what it is; but we have a name for it,—who can tell? I see William's hand is up; what do you say, William?"

William. One-fourth.

"Right."

The teacher may continue to divide the pie; we will suppose she has until it looks like this,—when such questions as the following may be asked: Into how many parts is the pie divided? If each of two boys receives $\frac{1}{4}$ of the pie, how many pieces will they have? If John has it all, how many eighths will he have? How many pieces? How many eighths in a whole one? Mary has one piece; what part of the pie has she? William has $\frac{1}{4}$ of the pie, and John has $\frac{1}{4}$ of it; which has the greater number of pieces? How many more pieces has William than John? How many eighths in $\frac{1}{4}$ of one? How many eighths in $\frac{1}{4}$ of one? How much greater is $\frac{1}{4}$ of one than $\frac{1}{8}$ of one? etc., etc.

In dealing with fractions we must not be any more confused than when dealing with units; thus we say, one-half of four units is two units; one-third of six books is two books. So also we say, one-half of four-sevenths is two-sevenths; one-third of six-ninths is two-ninths; and yet the writer has often asked teachers, "What is one-fourth of four books?" the answer is given, "One book." "What is one-fourth of four-ninths?" The answer is given: "One-fourth of four-ninths? Why, one fourth of four-ninths is,—why, it is four thirty-sixths!" Sure enough it is $\frac{1}{9}$. But did the teachers who so answered think of numbers or figures? Why did those teachers say $\frac{1}{9}$? Was it not because they had been faultily taught the subject? Did they think of a division of something, or of some operation they had learned when children? If not the latter, why did they not say $\frac{1}{9}$?

We have known teachers who, when asked to find the sum of $\frac{1}{2} + \frac{1}{3} + \frac{1}{6}$, began by writing the 4, 3, 6, 8, on a line, and then performing the following work:

$$2) 4, 3, 6, 8$$

$$2) 2, 3, 3, 4$$

$$3) 1, 3, 3, 2$$

$$1, 1, 1, 3$$

$$2 \times 3 \times 3 \times 2 = 36. \quad L. C. M.$$

This was because they had been given crutches with which to walk when they were not lame.

The writer always insists upon the class finding, by sight, what is the common denominator of the fraction, and he never has any trouble in doing it, when he uses fractional blocks to illustrate. His class never knows

rough, but not shaggy; timber—light, coarse-grained, hard, and durable; use—house-building, furniture, finishing rooms, fences, etc. Noted chestnut trees—one on Mt. Etna measured over 200 feet in circumference, noted for its great age; at Totworth, Eng., there is one which was a boundary in the reign of King John (1199-1216). Require composition and drawing.



ACORN.—Fruit of the oak tree, found in all northern countries.

Description.—Nearly round; ends in a sharp point; rests in a rough little cup; color—some are light-brown, some streaked with white or gray, others are dark-brown and highly polished; mostly bitter, but some are as sweet as a chestnut.

Use.—Food for great variety of animals. (Name some.)

OAK TREE.—Growth and size—grows very slowly, requires 100 or 150 years to come to perfection. Attains a height of from 50 to 180 ft., and a diameter of from 4 to 6 ft.; strikes a very deep root, and stands for centuries; kinds—white oak, black oak, red oak, live oak, and many others not common with us; leaf—deeply lobed, larger at the extreme end; bark—thick and rugged, contains a great amount of tannin; the bark of the common black used for tanning and dyeing; timber—unsurpassed in hardness, toughness, and durability; use—ship-building, furniture, farming implements, wheel-work, carpentry, and mill work.

Talk about the hazel-nut and beech-nut in the same manner. Have all write an account of some nutting expedition for to-morrow's lesson.

Cut No. 1 furnished by D. Appleton & Co. Nos. 2 and 3 by A. S. Barnes & Co.

Currie's "Early and Infant Education," published some years since in England, will be issued in the early part of 1887 by E. L. Kellogg & Co., of New York.

anything about the LEAST COMMON MULTIPLE until they have been adding fractions for four or five days. Then he gives an example which he knows they will be unable to find at sight. "What shall we do? Ah! I know, boys. Give me your attention and I'll show you." You see, he has created a necessity for the L. C. M., and all are full of interest, and give undivided attention to his explanation. Having been made hungry for the knowledge, and having received it under such circumstances, they never forget it, and never use it only when it is necessary to do so.

It was the words of Garfield that suggested this kind of teaching to the writer, viz: "The student should first study what he most needs to know. The order of his needs should be the order of his work."

THE SCIENCE OF PSYCHOLOGY.

AN ABSTRACT OF LECTURES DELIVERED BEFORE THE BROOKLYN TEACHERS' ASSOCIATION

BY NICHOLAS MURRAY BUTLER, Ph.D., of Columbia College, N. Y.

LECTURE IV.

Discrimination and assimilation disclose three quantitative aspects by mental phenomena. The first is of intensity or degree, the second of duration, the third of number.

There are two methods of measuring these quantitative aspects, and thus determining differences in minds: (1) to find what measurable difference of stimuli is necessary to produce like effects; (2) to find what difference in effects in two minds is produced by two equal stimuli.

By way of elucidating these methods the speaker read from Prof. Francis Galton on *Human Faculties*, statistics concerning the blind, the sight of sailors, the capacity of idiots for pain, and other cases, — all going to show that the loss of one sense does not make the others more acute, and that the greater the intellect the greater is the sensibility.

Out of all this, noting all these differences in mental power, we find the mental power is not the same in different individuals, and that brings us to the question of mental growth and development. Growth means an increase in size; development means increase in complexity. To illustrate: almost every child's brain has reached its growth at the age of seven years; but it is very far from reaching its development at that time. The brain of the young is very smooth, that of the old is full of fissures and furrows; and there is a corresponding increase of complexity. Growth of mind consists in gathering in new objects. For example: the child is learning names of things and other facts. The criteria of development are found by studying the child mind and contrasting with that of the adult.

A few books of reference on child-psychology are as follows: Prof. Preyer of Jena, "The Child's Soul" (not yet translated); Bernard Perez (French) "The First Three Years of Childhood"; Preyer's "Psychology of the Child from Third to Seventh Year," articles by Prof. Charles Darwin, Mrs. Frances Power Cobbe, and Prof. Sully.

The comparison of children's minds with adults' shows three points of difference: (1) adult operations are more numerous and more various than a child's; (2) there is great difference in the power of differentiation, more perfect, more defined; (3) the adult's is more complex, increase in integration.

New faculties are developed as one grows older. Along with growth and development appears another feature, the formation of habit. The first two are radical, the habit is conservative. Habit helps movement in the old line, but retards it in the new. A repeated action grows easier every time as the obstacles to it are worn away. Furrows and tracks are lines of least resistance. So we have growth and development on the one side, habit on the other; the first progressive, the other restraining, so the two counterbalancing and making progress more stable and sure.

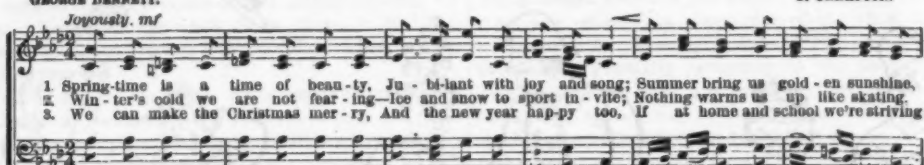
In mental development there are two sets of factors: I. internal factors, (a) fundamental capacities, (b) inherited disposition; II. external factors, (a) physical environment, (b) social environment. Any person at any period in his life may be represented as the resultant of these. Now by fundamental capacities we mean the ordinary faculties, sight, hearing, touch, taste, smell. Any one maimed has not a fair start. Physical environment means all the surroundings, sights, sounds, colors, and all that effect the perceptions and the senses. Now these have more influence than we sometimes are willing to own. The cold of the Arctic affects the character of the Esquimaux, the tropic heat that of the

GENERAL EXERCISES.

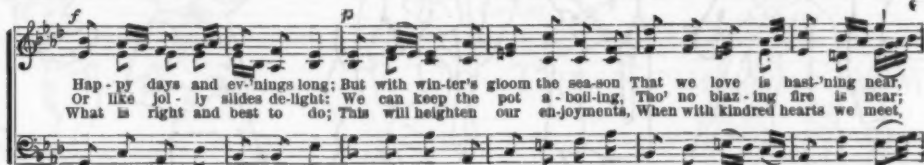
CHRISTMAS SONG.

GEORGE BENNETT.

Joyously, mf

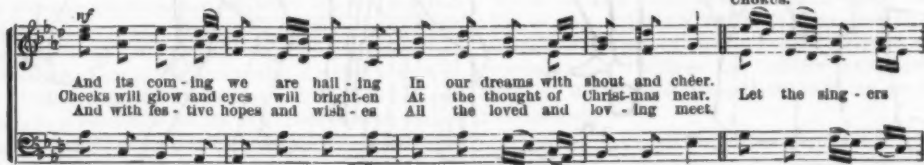


1 Spring-time is a time of beau-ty. Ju-bi-lant with joy and song; Summer bring us gold-en sunshine,
2 Win-ter's cold we are not fear-ing—ice and snow to sport in-vite; Nothing warms us up like skating.
3 We can make the Christmas mer-ry, And the new year hap-py too, If at home and school we're striving

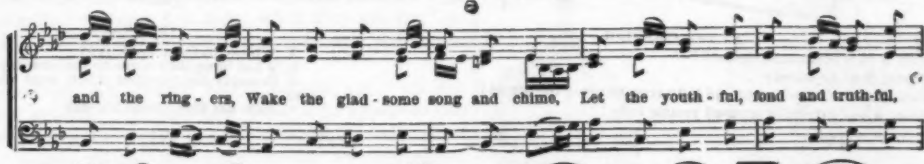


Hap-py days and ev-nings long; But with win-ter's gloom the sea-son That we love is hast-ning near,
Or like jol-ly slides de-light: We can keep the pot a-boll-ing, Tho' no blaz-ing fire is near,
What is right and best to do; This will heighten our en-joyments, When with kindred hearts we meet,

CHORUS.



And its com-ing we are hail-ing In our dreams with shout and cheer. Let the sing-ers
Cheeks will glow and eyes will bright-en At the thought of Christ-mas near.
And with fes-tive hopes and wish-es All the loved and lov-ing meet.



and the ring-ers, Wake the glad-some song and chime, Let the youth-ful, fond and truth-ful,



Wel-come give to Christ-mas-time.

Ethiopian. All these physical characteristics are immediate in their action on mental development. We cannot think, or feel, or will without the material obtained through the senses. This is true in a yet deeper sense; for the impressions received are through the nervous system; and influence of the nervous system is modified by the conditions. So climate and other physical influences act and re-act on the mind.

The social environment includes all personal influences, the home, school, church, society, city, state, and the age. The social environment of the ancient Romans was very different from ours. The most effective, in one sense, of all influences are our social surroundings. And this brings us to the subject heredity, because it is a question that has been much discussed whether more is to be ascribed to nature or to nurture. John Locke said most emphatically, nurture.

LACONICS.

The world is a great school.—*Trowbridge*.

The talent of success is doing what you can do well.

A flow of words is no proof of wisdom.

A clear conscience can bear any trouble.

Every day is the best day of the year.

We rise in glory as we sink in pride.—*Young*.

Those who school others, oft should school themselves.—*Shakespeare*.

Errors like straws upon the surface flow;

He who would search for pearls must dive below.

—*Addison*.

A foe to God was ne'er true friend to man.—*Young*.

Virtue alone is happiness below.—*Pope*.

You must either soar or stoop,

Fall or triumph, stand or droop.

—*Goethe*.

"The enthusiasm you create in your pupils is the measure of your success."

Strength of mind is exercise, not rest.—*Pope*.

We cannot all be masters, nor all masters

Cannot be truly followed.

—*Shakespeare*.

It matters not what men assume to be, but what they are.—*Bailey*.

Dare to be true. Nothing can need a lie.—*Herbert*.

Truth is truth how'er it strike.—*Robert Browning*.

THINGS TO TELL PUPILS.

ORIENTAL SEALS.—In ancient times seals were extensively used; they are still used by all above the rank of laborer. Dr. Ward saw in a town near Babylon a room fastened with a rude wooden lock; the lock and all the edges of the door were daubed over with clay, and these masses of clay impressed with a seal. It was the room where a merchant had stored his goods—the only real protection was in this seal. The Bible speaks of sealing tombs and prisons. The Egyptians used the figure of a beetle (*scarabeus*), cut in stone, as a seal. In the ruins of the East hundreds of seals, cut on cylinders of stone, have been found. There are 600 of these in the British Museum, 200 in the Louvre, and 50 in the N. Y. Metropolitan Museum. Some of these cylinders are of the size of a lead-pencil, some as large as the thumb; they are about two inches long. There is a hole through the axis of the cylinder, so that it might be strung on a wire.

The Babylonians used clay for writing letters, deeds, promissory notes, bills, etc. When finished, the writer rolled his seal over the damp clay and then the tablet was burned.

There are seals of Sargon, who lived 3,000 years before Christ; the story of this king is very interesting. Much light is thrown on history by these seals. The story of Nimrod, "the mighty hunter," is found on the seals; he is hunting the lion. Darius hunting the lion is also found. Another seal has a tree with fruit on it, and underneath the tree are a man and a woman reaching their hands for the fruit; behind the woman is a serpent. This refers to the temptation of Adam and Eve. Other seals have the conflict between Belo and the Dragon portrayed. The study of ancient seals has attracted very many devoted students.

A traveler in Australia discovered two toad-stools which at night gave out an extremely curious light. When the plant was laid upon a newspaper it emitted by night a phosphorescent light which enabled persons to read the words around it, and it continued to do so for several nights with gradually increasing intensity as the fungus dried up. The other species was detected some years afterward. This specimen measured sixteen inches in diameter, and weighed about five pounds. This plant was hung up to dry in the sitting-room, and

on passing through the apartment in the dark it was observed to give out the same remarkable light.

Cashmere shawls are made from the wool of the Cashmere goat, which lives in the Cashmere Valley, Thibet, and Tartary. Only the summer wool is used, and this is bleached by a preparation of rice flour. For each colored thread a different needle is used. The process is so slow that when the design is elaborate, the completion of one square inch will occupy three persons for a day, and a shawl of remarkable beauty would take this number a year for its execution. Only the inner side of the shawl is exposed to the view of the workman, he being guided by the pattern placed before him and a skilled supervisor of the work. Shawls that are worked with the needle are, however, far inferior to those in which the pattern is woven in.

Six divers have been constantly at work on the wrecked steamer *Oregon*. Each man can remain under water from a half hour to an hour at a time. By the end of that period the pressure becomes difficult to bear. The air is forced through five-ply rubber hose, which it would be almost impossible to cut or break. The greater part of the cargo has been removed. It consists largely of cotton goods. The divers, armed with hooks like the longshoremen, take hold of the bales, and transfer them to the steam pulleys, by which they are hoisted on board the wrecking vessel. The average daily work accomplished is twenty bales. Most of the mail has been recovered. In order to get at the mail-room it was necessary to blow a hole in the side of the vessel with dynamite. Much of the mail was utterly ruined before its recovery. The *Oregon* herself is rapidly going to pieces. Not only has she broken in two between the mainmast and the foremast, but her bow has already fallen over in the sand.

It is said that the great glacier of Alaska is moving at the rate of a quarter of a mile per annum toward the sea. The front presents a wall of ice some five hundred feet in thickness; its breadth varies from three to ten miles, and it is about 150 miles long. Almost every quarter of an hour hundreds of tons of ice, in large blocks, fall into the sea, which they agitate in the most violent manner, the waves being such as to toss about the largest vessels that approach the glacier, as if they were small boats.

Diving for black pearls employs a large number of men and boats off the coast of Lower California. These jewels are of much beauty and highly prized. A year's production is worth from \$500,000 to \$1,000,000.

The cork here is a species of oak which grows in Spain, Portugal, Italy, and the northern part of Africa. It grows to a height of from twenty to forty feet and has long evergreen leaves. When the trees are four or five years old, the bark acquires a fungus appearance, and the outer parts crack off in large flakes.

Cork intended for the market is generally stripped off a year or two before it would naturally come off, and the process is repeated at intervals of six or eight years. If this useless bark is removed with proper care it does not injure the tree but rather promotes its growth, one tree often yielding crops of cork for one hundred and fifty years. The cork is taken from the tree by means of a curved knife with two handles, is soaked, pressed flat, dried, and superficially charred to remove decayed parts, packed in bales and sent to the market.

The most remarkable whirlpool is the maelstrom off the northwest coast of Norway and southwest of the Moskenesol, the most southerly of the Lofoden Isles. It was once supposed to be unfathomable, but the depth has been shown not to exceed twenty fathoms. The whirlpool is navigable under ordinary circumstances, but when the wind is northwest it often attains great fury and becomes extremely dangerous. Under strong gales the maelstrom has been shown by official statistics to run at the rate of twenty-six miles an hour.

The lanceolate honey-eater builds a nest in the shape of a hammock, and suspends it by the ends to a small twig. It is made of grass and wool mixed with the down of certain flowers. This nest is very deep and comfortable, and may probably have suggested the hammock to man.

The tailor-bird, which is a native of India, is quite expert in sewing. It makes a long nest of leaves, which it sews together with the fiber of a plant, first piercing holes in them with its beak. In the hollow formed, it deposits a quantity of cotton, thus preparing a soft, warm nest for its young.



A NEW YEAR'S GREETING.

1.—SONG.—NEW YEAR'S BELLS.

May be sung to the tune of "Auld Lang Syne."

Ring out, sweet bells, and hail the morn,
While all above is bright;
Another God-giv'n year is born,
Ring out and hail the light.

Chorus.—Ring out, ring out, sweet bells, ring out!

Ring out, ring out, ring out!

Ring out, ring out, sweet bells, ring out!

Ring out, ring out, ring out!

Ring out, gay bells, and fill the earth
With joyous notes and glad;
Let all the vales resound with mirth,
And not a heart be sad.

Chorus.—Ring out, ring out, etc.

2.—RECITATION.—By a Boy.

A NEW YEAR'S GREETING.

Hurrah for the glad, gleesome, Happy New Year! Who doesn't love the New Year? True, Mr. January is a frisky youth, pouring mighty gusts of wind from his puffy cheeks into people's faces, and bringing down clouds of snowflakes from the sky with his mysterious wand, as if he wanted to be thought a great magician. Then he has icicles for eyelashes, and he wears a snow-wreath for a cap. Wherever he goes, the brooks and rivers do him homage. They cease to flow in his presence. They transform themselves into solid paths, along with he may march like a monarch enjoying a triumph.

Besides all this, the young fellow acts the part of chief of police. He keeps everybody moving. "Move along!—move along! Quick!—stir yourself!" he cries to every creature he meets; and he is so testy that, if he is not obeyed, he will sting the toes, bite the fingers, tingle the cheeks, and hang icicles on the noses of the disobedient. He means all this for frolic and fun; and so it is, if not carried too far, as it is sure to be if he is not obeyed.

Young January carries his friend all over the land, and sends him, by the way of chimneys, windows, or doors, into almost every house, with orders to leave some of his wonderful toys in every pair of stockings he may find on the chimney-piece. Then what fun there is every New Year's morning, when the boys and girls peep into their stockings, to find out what the venerable and jocose Santa Claus has been pleased to put there! And how many young hearts are made glad by these New Year's gifts! I love rollicking young January for this. Hurrah, again I say! HURRAH for the glad New Year!

3.—A READING.—THE CHILDREN OF THE YEAR.

Teacher.—What did the year bring us?

(Young lady at one side of the stage reads the following verses. January enters, dressed in long cloak, trimmed with fur; fur cap—with military appearance.)—The reading should be slow, distinct, and in a loud voice.

January! tall and bold,
Stern of feature, distant, cold,
Is the youngest of my band—
Shake him warmly by the hand.
For his heart is good and true;
He is planning something new,
Always, for his home and friends.
Cold and distant though he be,
He is very dear to me.

(February, as a small boy, with skates over his shoulders, and drawing a sled.)

February next in years,
As a little boy appears;
He's so very short and small;
But he's sturdy after all.
He can skate, and coast, and slide,
And his sisters, in their pride,
Greet him warmly, for they know
He must brave the winter's snow,

(March comes in roughly, sliding on stage dressed in flowing scarf, mittens, cap, etc., boisterous.)

Slipping, sliding into view,
Here comes March! How do you do?
He's a noisy boy as ever
Breathed the breath of life, for never
Is he still unless he's sleeping;
"Stormy March," is oft his greeting.
Yet he's kind as he can be,
And his heart is full of glee.

(April—slender girl—blue eyes, light hair, flowing—dressed in pale green.)

Next comes April, fretful child,
Sweet at times, then cross and wild;
Cries a great deal, then she's sunny.
All her brothers call her "Funny."
But she has a loving face,
And her form is full of grace;
Bright blue eyes and sunny hair
Fall to pretty April's share.

(May—young girl—smiling—pretty—dressed in simple white dress—trimmed with long grass—cut from tissue paper. Buttercups and daisies in her hands.)

Here comes lovely, laughing May.
What can she have done to-day?
Roaming o'er the meadows sweet,
With the daisies at her feet,
And the buttercups so gay,
Smiling at her all the way.
Little May's a favored child,
Gentle, loving, meek, and mild.

(June—elaborately dressed in trailing white—much trimmed with flowers and jewels. Crown and flowers on her head.)

June is queen among them all;
Roses blossom at her call;
All her paths are strewn with flowers,
Through the long, bright, sunny hours.
Lovely June, with gentle land,
Scatters blessings o'er the land;
Paints the roses, white and red,
While the pansies in their bed
Open wide their sleepy eyes.
June has such a happy way,
That the neighbors always say,
"Come again another day."

(July appears as a young man, in working dress, collar open—brown straw hat—scoyle on shoulder—walks as though fatigued—dusty shoes, etc., etc.)

Panting with the noontide heat,
Thirsty, tired, with weary feet,
Comes July,—my brave July,
Rising early as the dawn,
While the dew is on the lawn,
Off he goes with whistle gay,
To the meadows far away,
Where the grass and clover bloom,
Yielding up their sweet perfume.

(August as tall young man—all dressed for travel—large umbrella—satchel, etc.)

August says: "The ripened grain
Is all garnered from the rain,
Let us go and have a play,
By the sea-side, far away,
Where there is no work to fear,
We will rest, and dream, and hear
What the voices of the sea
Have to say to you and me."

(September comes in quickly, sheaf of grain or grass on shoulder—fruit in shallow basket, or hanging from his shoulders. Loose, light garments—white turban—Syrian appearance.)

September appears with a bounding rush,
That seems to say:

"I can put your merriest one to the blush
At work or play!"

He fills our mouths with his grapes and pears:
He rattles his nuts about our ears;
He gathers his apples and binds his sheaves,
While the days whirl by like the whirling leaves.
Say who could be
Better company

Than gay September, for you and me?

(October, dressed in white, trimmed with autumn leaves and grass—palette in hand with brushes.)

October comes in late, you must excuse her—she has been up all night upon the river, and on the hill-tops, seeking a place where she may now begin her autumn painting. All through the day she's painting pears and apples, but when the evening comes she sallies forth with brush and palette, to brighten up the fading leaves and grasses.

(November—tall young lady, dressed in brown, veil hanging from head—very pale and sad—moves very slowly.)

Ah! here's November—she's the saddest child I have; she hardly ever smiles, and makes all other people sad about her. Nobody loves November, and yet she has charms which all my other children might be proud to have.

(December, in long overcoat—sprinkled freely with cotton for snow—dressed to protect from cold—represents winter.)

December! last of all—he loves a frolic just as well as any one I know—and, like his elder brothers, he can skate and slide. He loves the winter,—and is happiest in a snow-storm; he revels in the drifts, and thinks the cold North wind is nothing but a plaything. I love them all—each is my favorite child,—a fonder, happier mother never lived.

(All stand in a semi-circle—curtain falls.)

4.—RECITATION.—By six pupils.

Teacher—What shall we strive to be in the coming year?

First Pupil.—Be patient—life is very brief;

It passes quickly by;
And if it proves a troubled scene
Beneath a stormy sky,
It is but like a shaded night
That brings a morn of radiance bright.

Second Pupil.—Be hopeful—faith will bring
A living joy to thee.

And make thy life a hymn of praise,
From doubt and murmurs free;
Whilst, like a sunbeam, thou wilt bless,
And bring to others happiness.

Third Pupil.—Be earnest—an immortal soul

Should be a worker true,
Employ the talents for thy God,
And ever keep in view
The judgment scene, the great last day
When sky and earth shall pass away.

Fourth Pupil.—Be holy—let not sin's dark stain

The spirit's whiteness dim;
Keep close to God amid the world,
And put thy trust in Him;
So midst thy business and thy rest,
Thou wilt be comforted and blest.

Fifth Pupil.—Be prayerful—ask and thou wilt have

Strength equal to thy day;
Prayer clasps the hand that guides the world,
Oh! make it then thy stay;
Ask largely, and thy God will be
A kindly giver unto thee.

Sixth Pupil.—Be ready—many fall around,

Our loved ones disappear,
We know not when our call will come,
Nor shall we wait in fear;
If ready we can calmly rest;
Living or dying we are blest!

5.—RECITATION.—By thirteen boys and girls.

Let each pupil have a card suspended around the neck; when reciting the last line of his verse let the pupil turn the card and show the gilt letter.)

A.

A welcome, kind friends I extend to all,
Who have answered to our call,
May it be to all a happy day,
This year and next, forever and aye.

H.

Every happy face I see
Seems to have but smiles for me.
And with glee each childish face,
Waits to see my letter, "H."

A.

Love and mirth and wit combine
In the festive wreath we twine,
To charm you on this New Year's day,
And thus I turn my letter, "A."

P.

Care hath no place here to-night
'Mid those youthful faces bright,
From life's future shadows free,
And so I turn the letter "P."

P.

You have not forgotten quite
All youth's rosy morning light,
That comes but once to you and me,
I also turn the letter, "P."

Y.

We hope with all our merry love,
To make you all feel young once more,
Banish every care and sigh,
And thus I turn my letter, "Y."

N.

The New Year's ever good and true,
Always planning something new;
May it come and come again,
Here I turn my letter, "N."

E.

Let the cheerful voice ring out,
Let all care be put to rout;
Give smile for smile in merry glee,
And so behold my letter, "E."

W.

Like the sunset on the snow,
Gleams the smile on wrinkled brow,
And I gladly turn to view,
My letter, which is "W."

Y.

We must watch for the paths of right,
Watch and work with all our might,
As golden years are fleeting by,
And now I show the letter "Y."

E.

The old year passes, the new year comes,
Let no duty remain undone,
But every day some good work see;
Now you may see the letter "E."

A.

Soon our tasks on earth are done,
And we never more shall roam;
Make the most of life, nor lose one day,
With this I show the letter "A."

H.

A Happy New Year we spell,
And Happy New Year say we as well,
May nothing the joys of the new year mar,
And our best wish ends with the letter "H."

6.—RECITATION.—By a boy.

THE DEATH OF THE OLD YEAR.

(Have the speaker dressed to represent an old man, with flowing gray beard and hair, and holding an hour-glass in one hand and closed ledger in the other. Should speak with trembling voice.)

Full knee-deep lies the winter snow,
And the winter winds are wearily sighing;
Toll ye the church bells sad and slow,
And tread softly and speak low,
For the old year is a-dying.

He was so full of joke and jest;
But all his merry quips are o'er.
To see him die, across the waste
His son and heir doth ride post haste;
But he'll be dead before.

Every one for his own;
The night is starry and cold, my friend;
And the New Year blithe and bold, my friend,
Comes up to take his own.

His face is growing sharp and thin;
Alack! our friend is gone!
Close up his eyes; tie up his chin;
Step from the corpse and let him in

That standeth there alone
And waiteth at the door.
There is a new foot on the floor, my friend,
And a new face at the door, my friend,
A new face at the door.

(Enter a bright little boy, who recites the following:)

We are standing on the threshold,
We are in the opened door,
We are treading on a borderland
We have never trod before:
Another year is opening, another year is gone,
We have passed the darkness of the night; we are
in the early morn;
We have left the fields behind us o'er which we
scattered seed,
We pass into the future which none of us can read,
The corn among the weeds, the stones the surface
mould,
May yield a partial harvest; we hope for sixty-
fold.

Then hasten to fresh labor, to thrash and reap and
sow,
And bid the new year welcome, and let the old
year go,—
Then gather all your vigor, press forward in the
fight,
And let this be your motto, "For God and for the
Right."

PERSONS AND FACTS.

"Twinkle, twinkle, little star,
How I wonder what you are!"

need not be the exclamation of any school child. The study of astronomy is particularly interesting at this season of the year, and we wish we could impress on every teacher's mind how easy it would be, if he were so disposed, to post himself and give sufficient instruction to the little ones so that they could regard the stars with intelligence, interest, and pleasure. We are publishing a series of articles on the winter constellations that will aid the teacher in this work. The cuts are taken from an excellent little work, "Fellowes' Astronomy for Beginners," published by John Wiley & Sons.

In the December number of *Outing*, the "College Boy" takes us rambling among the precincts of the Jesuit mission at Shanghai.

Worthington Co. announce, "Under Blue Skies." The pictures and verses are by the talented artist-author, Mrs. S. J. Brigham.

One of the most important of California's future industries is the subject of an article in the December *Overland Monthly*, in which there is also an exhaustive paper on, "Forests in Southern California."

PRINCESS BEATRICE, wife of Prince Henry of Battenberg, and youngest daughter of Queen Victoria, has given birth to a son.

The British troops in Burmah, in a recent encounter with the forces of Bushway, killed 143 of his followers without losing a soldier. Only three of the British troops were wounded.

Messrs. Ticknor & Co. have now ready "Agnes Surriage," by Edwin Lassetter Bynner; "Count Xavier," by Henry Greville; and "New Songs and Ballads," by Nora Perry.

There were added to the rolls during the year the names of 40,857 new pensioners, and the names of 2,228 whose pensions had been previously dropped, were restored to the rolls. During the same period the names of 22,089 pensioners were dropped from the rolls for various causes, leaving a net increase to the rolls of 20,658 names.

G. P. PUTNAM'S SONS will shortly publish a translation of Prof. Emile De Laveleye's "Balkan Peninsula," which comprises a narrative of a recent journey through Croatia, Bosnia, Servia, Roumania, Bulgaria, Roumelia, and Turkey.

The Western Penitentiary in Pennsylvania is the only prison in the world which is illuminated by natural gas. Numerous stand pipes about thirty feet high make the grounds inside at night clear as day.

MISS ALICE M. KELLOGG has written for the December *TREASURY-TROVE* an excellent article on the making of Christmas presents by the boys and girls, entitled "The Burkes' Merry Christmas." The illustrations are by Miss A. L. Kellogg.

The present cotton crop is the best ever raised in Arkansas. It is estimated that the yield will reach 750,000 bales against 600,000 in 1885.

The Interstate Publishing Company, of Chicago, has recently produced a little book, entitled "Entertainments in Chemistry," by Prof. Harry W. Tyler. For young students of chemistry it will do good service.

"Between Two Loves," by Amelia E. Barr (Harper's Handy Series), is a pathetic and homely story, dealing principally with Yorkshire folk, whose quaint speech and manners are effectively introduced on every page.

The Philadelphia *Times* says that 9,108 buildings will be erected in Philadelphia during the present year. This will be 1,444 more than were erected in 1885, which had beaten the record of all previous years by 1,500 buildings. During the last six years the aggregate of new houses amounts to fully 30,000, and the number unoccupied is inconsiderable.

The HON. MARGARET COLLIER has written a capital book of fairy stories, which the Scribners publish under the title of "Prince Peerless." It is illustrated by the Hon. John Collier.

Brooklyn, N. Y., young ladies are entering into combination to wear no plumage on their hats, in hopes of sparing the innocent birds.

THINGS OF TO-DAY.

The Commissioner of Internal Revenue reports an increase of revenue from the taxes, although the total does not reach the amount collected before the reductions of 1883. The total for this year is \$116,902,899; while last it was \$112,421,121. The receipts from snuff have diminished, but those from cigars and distilled liquors have increased.

Mr. H. M. Hoxie, general manager of the Missouri Pacific Railroad, whose name was so prominently before the public in connection with the great strike last spring, died in New York recently.

An incident of the great knit goods strike in Amsterdam, N. Y., was the arrest of ninety men and women for "picketing" the works.

The report of the Postmaster-General shows that the expenses of the department exceeded its revenues by \$6,700,000 the last fiscal year, a decided gain over the year before. The reductions in postage, the postal note, the special ten-cent delivery, and the letter sheets, all seem to be successful experiments.

The State Department is considering a treaty with the Tongas.

At a meeting of members of the Central Labor Union of New York City to discuss the recent election, resolutions were passed denouncing the leaders of the Republican and Democratic "machines" as "dangerous Anarchists of the most malignant type."

The Ohio Trade and Labor Assembly has adopted resolutions favoring international arbitration.

By a mine explosion at Wilkesbarre, Pa., twelve men were killed and many injured.

The report of the superintendent of the Life Saving Service for the last year shows an unprecedented number of storms; 322 vessels met with disasters within the field of station operations, and of the 2,726 persons on board, all but 27 were saved.

In Paris, a meeting of Radicals was attacked and dispersed by Anarchists.

Charleston, S. C., has experienced another slight earthquake shock, the first for some weeks.

The German Emperor's speech at the opening of the Reichstag, announces that a measure will be introduced to raise the effective strength of the German army, which is justified by the increasing of the armies of neighboring states. The measure is indispensable to German security.

The rebellion in Afghanistan is likely to be suppressed by the Ameer.

Trial by jury is proposed in Spain.

Political excitement is rising in Great Britain. Mr. Gladstone proposes to discuss the policy of the government at the opening of the next session of Parliament.

There is much uneasiness in Ireland. The English government has ordered 3,000 more troops to that country.

Things look more peaceful in Europe. Russia says that Germany cannot be depended on as an ally.

The only ex-Vice Presidents of the United States now living are Hannibal Hamlin, still hale and hearty, and William A. Wheeler.

The bathing superintendent at Asbury Park, N. J., reports that 300,000 people bathed there this year and not a single accident occurred within its limits.

HENRY M. STANLEY, the African explorer, has arrived in New York.

GEORGE HAZLETT and MISS "RADIE" ALLEN went through the rapids and whirlpool below Niagara Falls in a torpedo-shaped barrel. It took them about half an hour to make the passage.

Two hundred and twenty-five pounds of eels were recently caught at one haul at West Cape May.

A terrible explosion occurred through carelessness at Conyngham anthracite coal mine at Wilkesbarre, Pa., whereby twelve men have been fatally injured and nearly thirty others horribly burned.

MR. GARRISON, of the Grand Union Hotel, New York, states that in an experience of twenty-five years as a landlord, he has never seen that city so filled with strangers as it is now.

A slight shock of earthquake was felt in Van Wert, Ohio.

REMARKS MADE BEFORE THE SIXTH PRIMARY TEACHERS' ASSOCIATION OF BROOKLYN, BY MISS A. A. PHILLIPS.

The first requisite of a good teacher is earnestness—sufficient earnestness to cope with the usual discouragements that beset a teacher's path, and to prompt original investigation of the causes that underlie the difficulties of her profession.

Teachers too easily allow their hands to be tied by cast-iron systems. A teacher thus hampered, if earnest, will seek the acquaintance of successful co-laborers, will compare their experience and their conclusions with her own. She will carefully study the general theory of education and the details of each day's work. She will be alert to discover the errors of her earlier judgments, and will grow strong in her juster views. Growing strong she will grow brave. We want freedom, but we must first deserve freedom. Only by a knowledge and practice of what is right is freedom justly earned, and only by courage and perseverance is it ever won.

The earnest teacher secures system in her work. She plans it week by week and day by day. And yet the earnest, systematic teacher sometimes fails. By careful study she has prepared the frame-work of a lesson so that its details follow the laws of development, and would easily enter the pupil's mind if presented well; but she has the dear frame-work so much at heart that she forgets the necessity of interesting the children. Her manner is tame, the class is inattentive, and the well-planned lesson fails through lack of animation.

Animation is the second essential to success. If you wish to excite in your pupils, feelings of curiosity and of eager interest, you must simulate those feelings in your own behaviour.

To illustrate these hints may be given a lesson on a doll—an object lesson furnishing material for a reading lesson by the sentence method.

First plan, at home, the reading lesson. Decide upon the new words you wish to teach and the old words you wish to review. From these form sentences that can readily be drawn from the children in answer to questions. For instance:

It is a doll.

The doll has blue eyes.

The doll has a blue dress.

The doll can cry.

We will say that the new words are doll, blue, eyes, and cry, and that all the others are more or less familiar to the class.

Now, though you have prepared this lesson, though you have given it by heart, though you may have given it before and more than once, it must have all the air of an impromptu. Go to the toy-box as if you hardly knew yourself what you would select from its mysterious contents. Pretend to find something very nice. Hide it behind you and watch the eagerness grow in the faces of the children. Suddenly hold it up to their view. Ask what it is. Let the children tell, and then make the chalk tell at their dictation, word by word. If they are sufficiently advanced in phonics let them dictate sound by sound. Have a little talk about the doll, and arrive at the second statement; a little more and elicit the third, a little more and obtain the fourth, all the while maintaining an appearance of the liveliest interest, as though the subject were charmingly novel to you.

Have the sentences read a few times and drill upon the new words, in and out of the sentences. The drill work should form the subject of a separate exercise.

An appropriate object to be used in this lesson is a little rubber crying-doll.

EDUCATIONAL NOTES.

PENNSYLVANIA.

The institute held at Lancaster, Nov. 8-12, was pronounced a more than ordinarily interesting one. There was an able corps of instructors, and Co. Supt. M. J. Brecht contributed not a little to the success of the meeting.

There were in attendance over 600 teachers. There were also in attendance at each session over 300 spectators. Perfect order prevailed, and the most intense interest was manifested in the work of the institute. The program was as follows:

Organization, Supt. M. J. Brecht; Language-work, Prof. E. O. Lyte; Discussion, "The Teacher's Duty to the Reading-Class," opened by Miss May E. Lawrence; History and Philosophy of Education, Miss Matilda H. Ross; Thought-getting through the Senses, Prof. S. E. Neff; First Lessons in Form and Number, Miss Ross; Queries, Pertinent and Impertinent, Dr. B. F. Shaud; Discussion, "Hints for the Beginner," opened by P. A. Ulrich, Esq.; Thought-getting from Books, Prof. Neff; The Artisan or the Artist, which? Col. F. W. Parker; Oral Thought-getting, Prof. Neff; Discussion, "What should Pupils read out of School?" opened by Miss Kate McCreary; Educational Tests, Col. Parker; An Address to the Teachers, State Supt. Higbee; Second Lessons in Form and Number, Miss Ross; Geography, Col. Parker; Discussion, "What is the True Test of Successful Teaching?" opened by R. R. Pleam, Esq.; Language-work, Prof. E. O. Lyte; The Study of Mind and Principles, Col. Parker; Two Classes of Mistakes—Remedy, Prof. Neff; Advanced Lessons in Form and Number, Miss Ross; History, Col. Parker; Discussion, "Should Memorial Day be Encouraged in our Schools?" opened by Miss Janet Forbes; Easy and Natural Lessons in Composition, Miss Ross; Teacher's Self-instruction in Oral Reading, Prof. Neff; Arithmetic, Col. Parker; Elements of Psychology, Dr. E. E. White; Discussion, "How may School may Promote Tree-planting," opened by A. Shirk Johns, Esq.; The Human Body Dissected (Manikin), Dr. G. G. Groff; Sand Table and Clay Modeling, Miss Ross; Literature and Culture, Rev. J. Max Hark; Principles of Teaching, Dr. White; The Human Body under the Microscope, illustrated, Dr. Groff; Reading Matter for Pupils, Dr. Shaud; Our Common Rocks—How to recognize them, Dr. Groff; Principles of Teaching, Dr. E. E. White; Discussion, "How may our Primary Teaching be Improved?" opened by Amos Shirk, Esq.; Primary Reading—With and Without Books, Miss Ross; Application of Psychology to Methods of Teaching, Dr. E. E. White; Exercises in Amusement and Recreation, Miss Matilda H. Ross; How to Teach Physiology, Dr. G. G. Groff.

The annual institute of the teachers of Northampton County was held at Easton, Nov. 21-23. The principal instructors were Supt. James M. Coughlin, Dr. Edward Brooks, Prof. Henry R. Sanford, Hon. Henry Houck, and Prof. E. O. Lyte. The superintendent of Northampton is J. H. Werner, a progressive school-man and a successful superintendent.

REV. K. T. BROBERG, of Helsingfors, Finland, who was sent out by his government to examine the schools and educational systems of America, has been visiting the public schools at Pittsburgh and Allegheny.

The institute of the teachers of Carbon Co. was held at Mauch Chunk, Dec. 6-10. Professors A. E. Frye, F. V. Irish, Henry Houck, E. O. Lyte, and Miss Eva Blanchard gave day instruction, and Principal James J. Bevan, of the Mauch Chunk schools, delivered the address of welcome.

P. F. CAFFERY, principal of the schools at Sugar Notch, has been elected a member of the state legislature.

MRS. JACK, wife of the late Rev. A. B. Jack, has opened a young ladies' seminary at Hazleton.

SUPT. THOMAS M. BALLIET, Prof. Geo. E. Little, and Dr. N. C. Schaeffer were the instructors at the Chester Co. institute. Supt. Jacob W. Harvey was so unfortunate as to meet with an accident a few days before the time for holding the institute, and was unable to attend any of the sessions.

Susquehanna has a school building, costing \$18,000, which is a model of convenience. The school can assemble for morning exercises without wasting time in passing from class-rooms to assembly-room, and at the same time avoid the usual rumbling noise of folding-doors used in many old-style school buildings. This school for the past twelve years has been under the efficient principalship of C. T. Thorpe, formerly of Otego, Otsego Co., N. Y., afterwards principal of school at New Milford, Pa. There are 600 pupils registered.

HON. HENRY HOUCK, Deputy Supt. of Public Instruction, Harrisburg, Dr. Theodore Moss, principal state normal school, California, and Prof. S. R. Thompson, Westminster College, New Wilmington, conducted the Lawence Co. Institute held at New Castle, Nov. 29-Dec. 3. Prof. S. R. Thompson gave special instruction in physiology and hygiene.

The second local teachers' institute was held in the high-school room, Danville, Nov. 27. Program as follows: Mr. F. M. Gotwals, U. S. history; Miss Ruth A. Weaver, language; Miss M. O. Tillson, primary physiology; Supt. F. Ream, drawing; Mr. S. M. Gibbs, penmanship; Miss A. Richardson, grammar; Miss Rachael Goodall, primary arithmetic; Mr. B. L. Diehl, advanced arithmetic; Mr. Lloyd F. Mowrey, geography. Discussions: Mr. William L. Sechler, "The Winning Forces of the Teacher;" Prof. William Neetting, "The True End of School Discipline;" "Spirit and Function of the Teacher."

ANTHONY J. BROWN, principal of the schools at Honeybrook, Schuylkill Co., died Nov. 13. He was a graduate of the Shippensburg normal school, and for many years a teacher in Hazle township.

The annual institute of the teachers of Lehigh Co. was held at Allentown, Nov. 15-19. The instructors were Hon. E. E. White, Supt. James M. Coughlin, Principal N. C. Schaeffer, and Hon. Henry Houck. The attendance was very large.

SUPT. THOMAS M. BALLIET, of Reading, was one of the speakers at the forty-second annual meeting of the Massachusetts Teachers' Association, held at Boston, Nov. 26 and 27. The subject of his address was, "The Nature and Development of Sense Perception."

WILLIAM P. SWARTZ, formerly principal of the Hazleton high school, is a missionary of the General Synod (South) of the Lutheran Church, at Gurthor, India.

MISS MARY S. CAHET, of this state, is teaching at San Luis Rey, California; Miss Ella Mac Nutt at Denver, Colorado; Miss Laura Brower at Baltimore, Maryland; and Miss Ida Harkness at Tacoma, Washington Territory.

The thirty-sixth annual institute of the teachers of Washington Co., was held at Washington, this state, Nov. 29 to Dec. 3. The instructors were Supt. Thomas M. Balliet, Dr. T. C. Mendenhall, Hon. Henry Houck, George E. Little, J. D. Moffat, and W. C. McClelland; the evening lecturers, Rev. Joseph Cook, Albion W. Tourgee, Donald Grant Mitchell, George W. Cable, and Dr. Mendenhall; and the musicians, Prof. O. E. Excell, of Chicago, Miss Jenn Glenn, of Mercer, and Miss Emma Binger, of Pittsburgh. Supt. Spindler always succeeds in getting the best talent in the country, and his institute this year was as strong as usual.

Kingston, State Correspondent, WILL S. MONROE.
ALABAMA.

If Alabama has in the past been indifferent to the subject of education, it cannot be truthfully said of her to-day. Never in her history has there been as much interest in education as to-day. She has three male colleges, and a large number of female colleges and chartered high schools. She has one polytechnic institute in fine working order, and fitted up with all the appliances necessary to render such an institute a success. She has three state normal schools for whites, besides a few private normal schools. She has also three normal schools for colored children, and they are doing a fine work. All the cities of Alabama have their free city schools. Over one-third of all her revenue derived from taxation is appropriated to public schools. Moreover, Alabama gives in addition to the one-third appropriation, the poll tax, which is \$1.50 upon every voter between the ages of twenty-one and forty-five. This fund, though collected almost entirely from the white population, is divided evenly between the white and the colored children.

Alabama has two educational associations, which meet annually, and which are presided over by our efficient state superintendent, Solomon Palmer. One of these associations is for the colored teachers of the state, and holds its annual convention in April of each year. The second association is for the white teachers, and its convention is held annually in July. Both of these associations are doing a fine work for Alabama.

Gadsden, State Correspondent, J. W. DUBOSE.

CONNECTICUT.

The state council of education will meet at New Haven, December 18, in the high school building. A discussion on teachers' meetings will be opened by Principal C. F. Carroll, of the state normal school; Supt. M. S. Crosby, of Waterbury, will present "Health in Schools;" and J. J. Jennings, of Bristol, will speak on the "Training of Teachers." Supt. N. L. Bishop, of Norwich, will preside.

New Haven is at last to have a public library. Twelve thousand dollars will be available at once.

New Haven has now a special school for manual training. Quarters have been fitted up in a central business block, where two hundred and forty boys from the ten grammar schools will each receive two hours' instruction per week. Mr. John Purcell, an experienced instructor, will have charge of this department of the school system.

PROF. LOUIS BAIL, who has been for many years director of drawing in the New Haven schools, has given notice of his intention to withdraw from active service.

The new school building in the south district at Hartford, is nearing completion. In size, plan, and adaptation to its purpose, it will be unsurpassed in New England.

Several men prominently interested in the schools of their towns, have combined to make a determined effort to effect a general change through the state, from the district system to that of consolidated town management under one board, which shall be reasonably permanent and continuous.

A circular asking for co-operation has been issued to school men. To this are signed the names of A. Howard, of Stafford Springs; T. I. Driggs, of Waterbury; L. M. Munroe, of New Canaan; J. W. Hyde, of West Hartford; D. C. Kilbourne, of Litchfield, and J. J. Jennings, of Bristol.

New Haven, State Correspondent, A. B. FIFIELD.

GEORGIA.

Dr. W. A. CALHOUN, a distinguished oculist of this city, delivered a lecture before the normal class, November 6, on the Anatomy of the Eye. The subject was illustrated by means of a fine model, and the class was very attentive. Vision and laws respecting the preservation of the eye will be treated in future

ectures. The increase of near-sightedness among school children is a very serious matter and calls for the careful consideration of teachers, and school boards, and building committees, and most especially of bookmakers.

SUPT. SLATON called out the girl's high school in a fire drill, November 9. This is done often enough during the year to show both teachers and pupils how easily they may escape from a burning building, if only they can preserve presence of mind. There were present on this occasion some distinguished visitors, among whom were Mr. Charles Dudley Warner, and Mr. Munroe, of *Harper's Magazine*. After the drill, the school was assembled in the hall of the building where the gentlemen were introduced. Mr. Warner made a few kind remarks expressing his pleasure in his visit to Atlanta and the south, and his gratification in observing the general spirit of progress.

The funeral of Miss Champney, Spelman Seminary, November 23, conducted by Rev. V. Norcross, was exceedingly tender and impressive. The singing by the colored pupils was very soft and touching. The casket bore this inscription, "Died in her duty, Miss Sarah H. Champney, Atlanta, November 22, 1886." *Atlanta. State Correspondent.* LULA E. HILLYER.

ILLINOIS.

The Illinois Wesleyan University, Bloomington, Illinois, has had before the public for nearly fifteen years, a Department of Non-Residents, matriculants in which follow prescribed courses of study, upon which examinations are set, and receive proper degrees on completion of their work. The department is modeled after the operations of the London University, and, like it, offers opportunity for doing systematic study to professional and other people who are debarred from residence at the seat of a university. Particulars regarding matriculation may be obtained by addressing Prof. Charles M. Moss.

IOWA.

Iowa is not behind in her efforts to make her schools the best in the Union. Every applicant for a teacher's certificate is asked questions like the following:

Do you make daily preparation for your work? Do you give oral language lessons to the First and Second Reader classes, and have them write from ten to twenty minutes daily? Do you spend at least fifteen minutes daily in giving special drills in writing to all grades? Do you have those in the Third and Fourth Reader grades write at least one letter each week besides other language work? Do you give number work to the lower grades daily? Do you try to decorate your school-room? Do you drill your pupils well in local geography? Will you attend teachers' meetings?

Every county in the state calls her pupils together once a year, and holds a session of normal institutes, lasting from three to four weeks. Then at the close all the teachers are examined in ten branches, viz.: orthography, reading, writing, arithmetic, grammar, language, physiology, history, theory and practice of teaching, and alcoholic stimulants.

Leon. State Correspondent.

M. H. READ.

LOUISIANA.

A convention of the parish superintendents will be held in the city of New Orleans, on Feb. 5-6, 1887. Dr. E. E. Sheib, president of the state normal school at Natchitoches, will be present and deliver an address on, "The Relation of the Normal School to the Common School."

The state superintendent of public education has received from Hon. Samuel L. Green, secretary and general agent of the Peabody Education Fund, a letter notifying him of the amount allotted to this state for the coming year, amounting to \$5,600, apportioned as follows: scholarships, \$1,600; normal school, \$3,000; teachers' institutes, \$1,000; public schools, \$1,000.

DR. KANFORD E. CHAILLE, of the medical university of New Orleans, is delivering a course of physiological lectures to the teachers of that city.

The Saturday free drawing classes at the Tulane University, are well attended this year.

Natchitoches. State Correspondent.

EMMA OSWALT.

MAINE.

The teachers of Lewiston have organized a teachers' association. The following officers and committees were elected: President, A. M. Edwards; Vice-Presidents, Miss A. E. Smith, and Miss S. E. Collier; Secretary and Treasurer, I. M. Norcross. Executive Committee—L. G. Jordan, Lizzie Garcelon, Kate A. McVay, M. J. Ham, M. L. Pettengill. Literary Committee—L. B. Folsom, Nellie A. Bragg, M. H. Irish. The object of the organization is to afford an opportunity for discussion of educational topics, essays, and the like. Questions relating to "current affairs" will receive some attention. It is intended that the association shall supplement, and not take the place of the teachers' reading union and regular monthly meetings of the teachers.

MICHIGAN.

The teachers of Lapeer and St. Clair Counties met in joint association at Imlay City, Nov. 26 and 27. Papers were read as follows: Visiting Schools, W. O. Bates, Clifford; Notes on Reading, Sophronia Rice, Ft. Gratiot; School Taot, Chas. Edwards, Metamora; Orthography, F. Hamlin, St. Clair; Mental and Physical Gymnastics, W. D. Clizbee, Lapeer; The Teacher's Responsibility, Emma Loughwane, Lapeer; History, Ester Bowers, St. Clair; Topical Method of Study, D. Papon; School Government, G. H. Brocasme, Imlay City; The Teacher, E. M. Fisher, Marine City; Does Education Educate? W. E. Moore, North Branch.

MISSISSIPPI.

Since writing the last "notes," your correspondent, in company with Prof. Dean, of the Iuka Normal Institute, attended a teachers' institute in Hardiman County, Tennessee. We found the teachers in the county alive and full of energy. Many important subjects were discussed, in all of which one could see the breaking up and casting away of the old, and the taking on of the "new education." One of the citizens in speaking at the close of the meeting, remarked that all the teachers in attendance were young. And so it is. Our old teachers, as a rule, do not attend institutes. More than this, their eyes are closed to the advantages of new methods. So it rests largely with the younger teachers to advance the interests of the new education. And I believe it will be done.

Iuka. State Correspondent.

G. T. HOWENTON.

NEVADA.

At the last election, Hon. W. C. Dovey, of Silver City, was chosen state superintendent of public instruction of Nevada, to succeed Supt. Young. Mr. Dovey is an old resident of Nevada, and has been identified with the educational interests a great many years, and while he looks with favor on the new education, Mr. Dovey is not inclined to do away with all the old methods of teaching.

SUPT. YOUNG has not yet decided whether he will devote his whole time to journalism, or go back to school work.

In Storey, the most populous county in the state, the office of county superintendent of schools has been consolidated with that of the district attorney, and F. M. Huffaker, a prominent lawyer, has been elected to fill both positions.

MR. HUFFAKER has been a member of the Storey County board of examiners for quite a number of years, and is well qualified to fill both positions with credit.

Reno is fast becoming the school centre of Nevada. Its favorable situation, the fact that nearly all the wealthy stockmen of Nevada either live at Reno or are preparing to go there, and the fact that Reno is a permanent town with a permanent population not depending on the mines, but on farming and stock raising, make it one of the most desirable places in the state to live in.

The state university, Bishop Whitaker's Seminary, Mt. St. Mary's Academy, and a fine public school, are the principal schools in Reno at present.

The small population of Nevada, and proximity of the many excellent schools in California, unite in injuring the university and high schools in Nevada.

Dayton. State Correspondent.

R. LEWERS.

NEW HAMPSHIRE.

PRIN. DORING is doing excellent work in the high school, and is heartily seconded in his work by Supt. Morse and the townspeople generally. Few villages in the state have better schools than Newmarket, and in none is greater public interest in their good management and general welfare manifested.

HON. J. W. PATTERSON, superintendent of public instruction, began this season's teachers' institutes at Whitefield, Dec. 1, 2, and 3. The Grafton County institute was held at Lebanon, Dec. 8, 9, and 10.

The term of the Tilton graded school which closed recently, was one of the best ever taught in this village, and the best of those taught during the past three years. There has been a marked improvement in scholarship, in deportment, and in the conduct of the scholars in the yard and upon the street. Mr. Clough, the principal, is an efficient and faithful teacher, and he has been ably assisted by his wife, Miss M. E. Lyford, and Miss Annie Drake.

Concord. State Correspondent.

ELLEN A. FOLGER.

NEW JERSEY.

The Washington School at Hackensack is under the able principalship of Nelson Haas, A. M., formerly master of physics and mathematics in the Port Gibson Academy, Port Gibson, Miss., afterwards superintendent of schools in Columbia, Lancaster County, Pa.

An experience of 14 years as member of the board of county examiners in Bergen County, has given him a rare chance to raise the standard of examinations. The superiority of advantages offered at this school draws fifty pupils, who pay tuition, from other villages at a distance of from one to thirty miles.

The grammar section of the Newark Teachers' Institute met November 20. The second period was occupied with a discussion on "Reading." This study has been slighted here because it has not counted in the examinations for promotion. Able papers were read by Mr. Scarlett, principal Eleventh Ward grammar school, and by Miss Hancock, vice-principal Fourth Ward grammar school.

The third period was filled with a lecture on "Reading as a Factor in Education," by Rev. Mr. Crowe. His discourse was full of good things. Here are some of them: "Read first for facts. Read, of course, the literature of your profession. Read for inspiration. The great poets furnish this. Read 'food-books,'—those which ask one question and suggest a hundred others. Read up 'Evolution,' whether you endorse it or not. It contains more food for thought than any other scientific subject. Slight the daily paper and popular novel. Avoid all books that lower your faith in humanity."

The pupils of the Newark schools contribute their mites toward making the poor and unfortunate happy on Thanksgiving. Each child brings an apple, potato, or other article of food. Many barrels of provisions are thus collected every Thanksgiving and sent to poor families and charitable institutions in the city.

NEW YORK.

The annual reunion of the graduates of the Albany state normal school will be held December 30. The exercises will consist principally of brief addresses, made up of school history and reminiscences.

MISS JENNIE DEVOR, formerly of Flushing, has accepted a position in the normal school at Florence, Alabama, as teacher in the training department. She has entered upon her work and expresses herself as well pleased with her place.

The Goheen public school is under the principalship of Joseph T. Tracy, a graduate of Williams College and a successful teacher of twenty years experience. He is ably assisted by five young ladies. Mr. Tracy received his first appointment to this school in 1862 at a salary of \$1,000, which has been increased to present salary of \$1,300.

The teachers' institute for the first commissioner district, Steuben County, was held at Bath during the week commencing November 29. It was conducted by Prof. Henry R. Sanford, assisted by Dr. Milne, of Genesee, Dr. Hoose, of Cortland, and by several of the leading teachers in the district.

OHIO.

By an act of the General Assembly of last winter the Ohio University of Athens had a normal department added to it. It is the first thing of the kind ever begun by state legislation in Ohio. Dr. J. P. Gordy, of Baltimore, has been made the professor of Pedagogy and is doing a good work.

Recently the committee on normal schools engaged Miss Lillian E. Michael, a faithful and energetic teacher of the Athens public schools, as a special instructor in the training department. Miss Michael is now in the east taking a special course preparatory to

beginning the work there on January 1. The training department will be connected with the public schools.

SUPT. C. W. BUTLER will do institute work again in Marion Co. next summer.

The schools of McArthur are moving along successfully under the wise direction of Supt. Jonas Cook.

Lancaster reports the new music course working along smoothly under direction of Prof. Scarritt.

The Pomeroy book fight is becoming a "chestnut."

SUPT. COB, of Somerset, has been forced to resign, and the board of education has lately elected Mr. John B. Phinney to succeed him. Mr. Phinney is a graduate of Otterbein University and has had considerable experience with school work. He has been until recently connected with the Boys Industrial School at Lancaster.

The South Eastern Ohio Association met at Middleport on the Friday and Saturday after Thanksgiving.

By the reverse of politics the state is to be deprived of the able and extremely energetic administration of Hon. Letroy D. Brown. It is hoped by Professor Fappan's friends that he will bring to the office much that will aid the young.

The meeting of the Central Ohio Association at Columbus, Nov. 12 and 13, was a most signal success. The following was the program: Inaugural Address, President E. B. Cox, Xenia; "Educational Literature," Mrs. Della L. Williams, Delaware; "Mission of the Conservative Teacher," J. A. Shawan, Mt. Vernon; "Manual Training in General Education," Prof. C. M. Woodward, Principal St. Louis Training School; "Our Best Lessons from History," Miss Lizzie Maxey, London; "Ohio History," Prof. G. W. Knight, Ohio State University.

Athens. State Correspondent.

LEWIS D. BONEBRAKE.

TEXAS.

SUPT. CROW, of Galveston, president of the State Superintendents' Association, is arranging an interesting program for the next meeting, which will be held in Corsicana, December 27 and 28.

The Tyler graded schools, Prof. Pennybacker superintendent walked off with the highest premium for public school work at the Dallas state fair.

VERMONT.

The Lamolite County teachers' institute opened on Wednesday evening, October 14, with a lecture on temperance, by Miss Mary H. Hunt, of Hyde Park, Mass. Thursday morning a paper on "Scientific Temperance Instruction," was read by Miss Lottie M. Lepper, after which Mrs. Hunt spoke to the teachers, telling them of the special need of instructing the children carefully in temperance principles, giving them hints as to the manner of teaching, the best books to be used, and various illustrative experiments. Supt. Fisher, of Weymouth, Mass., gave a talk on Geography. He spoke of the essential points to be taught and illustrated modes of teaching. Mr. Mowry, of Boston, Mass., followed in a talk upon Spelling. In the afternoon the convention listened first to a talk by Mr. Mowry upon "Classification and Discipline in Ungraded Schools," following which Mrs. Story, of the normal school, read a paper upon Reading, and Prin. Campbell gave a talk on the same subject. Mr. Fisher afterward continued his talk on Geography. On Thursday evening Hon. Wm. A. Mowry, of Boston gave his entertaining and instructive lecture, "The Mississippi Valley, and how we Secured it."

Supt. Fisher conducted a class in Primary Arithmetic, in which little boys and girls were added, subtracted, divided, etc. Supt. Fisher was followed by Mr. Mowry in a talk upon Civil Government. He suggested three methods of teaching. The synthetic, the inductive, and the occasional. Prin. Redmond, of Hyde Park, read an able paper in which he showed the utility of the imagination to the poet, the artist, the philosopher, the scientist; that imagination goes hand in hand with reason; is an aid to judgment; that it is early developed in the mind of the child; hence the necessity of the teacher's study of this faculty. Supt. Fisher continued the work in arithmetic, illustrating his method of teaching percentage, square root, etc. Miss Bruce, a teacher in the Johnson Normal School, gave an interesting account of the workings of the summer school at Saratoga. Miss Hatch, the teacher of the model school, in a most charming manner, illustrated with a class of her pupils, the "New Departure." It was an exercise in writing and spelling. Prof. Campbell presented a large array of apparatus, nearly all made by himself and pupils, with which he illustrated principals of physics.

NOTES FROM OUR WESTERN OFFICE.

W. W. KNOWLES, Manager.

A very interesting program was arranged by Supt. John F. Skell, Putnam Co. for Saturday Oct. 30, 1886, in which the following topics were presented and discussed: Language, by Miss Ellen McGinnis of Magnolia Schools. Miss McGinnis said some excellent things, among which was the thought that language should begin the first day the child entered school. Prin. Chas. Werts, of the same schools, presented the subject of Common Fractions. He illustrated the fundamental operations in fractions by means of objects. A sharp discussion followed in which some very plain reasons were given "why we invert the terms of the divisor."

Afternoon—Mr. J. E. W. Morgan, principal Hennepin schools, occupied the greater part of the first hour in presenting the subject, U. S. History by Outline. Mr. Morgan showed clearly why history should be taught much earlier in our schools, (even in the lowest primary classes by means of stories and pictures,) than is commonly the case, especially in the rural schools. He maintained that the reason of so much disgust and thorough dislike on the part of pupils, for the subject was owing to the manner in which they were taught. He also illustrated teaching the subject in advanced classes by means of outline. The subject of Percentage was taken up by Mr. J. R. Freeburn, of Granville. He presented some very short, business-like methods for reckoning percentage, commission, and interest, among which the ten per cent. method used at the State Normal University, attracted much attention. Supt. Skell presented the subject of a County Teachers' Organization. It was discussed very freely and an organization effected. The county superintendent by virtue of his office was considered the proper head and president of the association.

An executive committee of three, J. E. W. Morgan, of Hennepin, Miss Ellen McGinnis, of Magnolia, and J. R. Freeburn, of Granville were elected. The committee arranged a program for the next meeting, held at Magnolia, Nov. 20.

Cook Co. Teachers' Association met Nov. 13. Mr. Farnsworth the vice-president called the meeting to order. A report of the last meeting was read by the secretary. John Burns, of the town of Lake, read a paper entitled: "The True Profit of Public Schools." The speaker said that our public schools were responsible for the nobility and influence of the American citizen. He criticized the changing of text-books and methods of teaching; believing it to be only the sentiments of the people. He believes the end which should be attained consisted of making honest, industrious, contented, and patriotic citizens. A discussion followed and many of the opinions of Mr. Burns were objected to. Mr. Bevans and others maintained that permanency of methods, etc., meant non-progression and that contentment was passive. Mr. Bevans pronounced patriotism in many cases as taking the form of selfishness. The meeting adjourned until the 10th of Dec. 1886.

BROOKLYN.

The first regular meeting of the Sixth Primary Teachers' Association of Brooklyn was held on Wednesday, December 1, at the Central Grammar School, Miss Kenyon in the chair. This organization promises to be a lively power for good in our sister city. Its aims are professional in the broadest sense of the term. They are expressed in article second of the constitution as follows:

"The object of this association shall be, organized and earnest inquiry into the best methods of teaching little children at the beginning of school life, and a gradual conversion of the public mind to a belief in the paramount importance of primary teaching."

Miss Egan, of Public School No. 13, had promised a model reading lesson as a contribution to the work of the meeting, but it was decided to defer that until another occasion so as to have Miss Egan's pupils present. Miss A. A. Phillips, head of the primary department in No. 43, kindly filled the gap in the program with a few remarks, which appear in another column of the paper.

NEW YORK CITY.

ASST. SUPT. JAMES GODWIN.

The schools of New York city are under the immediate supervision of John Jasper, Esq., superintendent, and his seven assistants. With some of the latter we have already made our readers acquainted in these columns. This week we will speak of Mr. James Godwin, a native of this city, who at an early age entered the grammar department of No. 35, when Mr. John Doane was its principal. Having been promoted to the highest class, he was prepared for the New York College by Dr. Thomas Hunter, now president of the Female Normal College, then its successful teacher. Applying himself closely to his studies, he graduated with honor, and entered the New York College in 1852. After graduating from that institution he was appointed by the trustees of the college an instructor therein, which position he held for twenty-one years. For thirteen years he taught English grammar, Latin, and mathematics, and during the last ten years only the last-named study. He was an able and successful teacher, and when Mr. Jasper was elected superintendent, Mr. Godwin was chosen by the Board of Education as his successor, which position he has filled with great satisfaction. He examines classes in the grammar departments, and occasionally in the primaries, and also assists in the examination of candidates, who wish to be licensed as teachers in the public schools. He has discharged these varied duties with fidelity and ability, and incidentally has assisted teachers in the employment of improved methods of teaching, as do all the superintendents, thus rendering their duties much easier, and also contributing greatly to their success.

SUPT. JASPER has just completed his annual statement of the schools of the city for the state superintendent. In it the number of children under twenty-one and over five years is estimated at 413,000. There are 303 public and 235 private schools, not including colleges or business schools. In private schools there are 43,000 pupils, and the average daily attendance in the public and corporate schools for the year was 152,936. The total number who attended school at some portion of the year is 234,330. In the public schools there are employed 513 male teachers and 3,595 female teachers, a total of 4,098. The school buildings number 132, of which all but eight are buildings of brick and stone. The value of the land they occupy is placed at \$4,426,845, and of the buildings \$8,916,600.

BOOK DEPARTMENT.

NEW BOOKS.

A GRAMMAR OF THE ENGLISH LANGUAGE. A Series of Letters Intended for the use of Schools and of Young Persons in General, but more especially for the use of Soldiers, Sailors, Apprentices, and Plough-boys. By William Cobbett. To which are added six lessons, intended to prevent statesmen from using false grammar, and from writing in an awkward manner. With notes by Robert Waters. New York and Chicago: A. S. Barnes & Co. 273 pp.

There can be no doubt whatever that this is a new kind of grammar, and entirely different from all others. It is conversational, and arranged in a series of letters to "Dear James." In this it is peculiar, but more peculiar still is the fact that in using this grammar there is no need of a teacher. A teacher, if he were a good one, would do no harm, but he is not essential to a knowledge of the book, and it is perhaps the only one which can teach grammar by itself, to those who are learning for themselves. As grammar in some shape must be taught, why would not this easy, conversational way of Cobbett's be the best way to teach it? It is a perfectly safe thing to do to follow in his path, for he, perhaps, of all writers, makes the most conspicuous front—the one in which thought is clothed in the simplest, most intelligible, and plainest language. He makes every subject he touches perfectly clear and easy to be understood. These letters, on grammar, which Mr. Cobbett writes to his little son, who is fourteen years old, are full of kind expression which make them very attractive and amusing, and in reading them it is an easy matter to appropriate them to one's self. As a book, it is a novelty; as a grammar, it is unique in the extreme, and shows teachers the way this dry subject, generally considered, can be made fresh and entertaining.

TEN DOLLARS ENOUGH. Keeping House Well on Ten Dollars a Week. How it has been done. How it may be done again. By Catherine Owen. Boston and New York: Houghton, Mifflin, & Co. The Riverside Press, Cambridge, Mass. 576 pp. \$1.00.

Of all the household books ever published, and their name is legion, this one is the most remarkable, for it is eminently practical, sensible, and economical. In it are found any number of recipes, but they come within the reach of the housekeeper whose purse is of a limited size. But that is only one feature of this volume. Another is, that the writer tells a pleasant story of the experiences of a young husband and wife, and as she tells the story, weaves into it the most practical suggestions, recipes for good cooking, and household arrangement and management. What this young housekeeper does in "Ten Dollars Enough," others may do, for the suggestions and recipes have been tried and proven to be true and good.

THE CHILD'S VOICE. Its Treatment with Regard to After Development. By Emil Behnke and Lennox Browne, F.R.C.S., Ed. Chicago: A. N. Marquis & Co., Lakeside Building. 109 pp. 60 cents.

As there is scarcely any literature to be found that treats of the child's voice exclusively, a book of this kind will be doubly welcome. This little volume is devoted to the important subject, and discusses the use and abuse of the child's voice, with rules for its care and treatment with special reference to proper development. The question of singing during childhood also receives much attention from the following points of view: 1. In relation to health; 2. As a matter of musical education; 3. From the voice-trainers point of view. The practical value of a book of this kind will at once recommend itself to the attention of parents and instructors of the vocal art. It abounds in facts which every parent and teacher should understand, and while being thoroughly scientific, it is free from all scientific terms. A glance at some of the subjects treated will give an idea of its value: Difference Between the Voices of Boys and Girls; Cultivation of the Child's Voice in Relation to Health; Comparison of the Girl's Voice with that of the Woman; Causes Underlying the Change of Voice in both Sexes; Temptation to Use the Voice of the Boy as Long as Possible. A long list of names of persons at home and abroad are added who have been consulted upon these subjects, and who have given the author the benefit of their experience and advice.

APPLIED CHRISTIANITY. Moral Aspects of Social Questions. By Washington Gladden. Boston and New York: Houghton, Mifflin, & Co. The Riverside Press, Cambridge. 320 pp. \$1.25.

With great ability and eminent candor, Mr. Gladden discusses in this volume some of the most important questions which agitate modern society, and for this reason the book imperatively demands serious consideration. It is timely and significant, and from beginning to end is full of thought and wisdom. The subjects presented are: Christianity and Wealth; Is Labor a Commodity? The Strength and Weakness of Socialism; Is it Peace or War? The Wage-Workers and the Churches; Three Dangers: Christianity and Social Science; Christianity and Popular Amusements; Christianity and Popular Education. In this volume from the gifted pen of Mr. Gladden, there is something for all classes. The wealthy, the socialist, the day-laborer, and the church, all have a part in what he has to say. The last three chapters are perhaps the most excellent and practical, as Christianity is shown in its relation and application to social science, popular amusements, and popular education. The last chapter especially will be enjoyed by parents and teachers, as it comes into direct communication with them.

THE JUGURTHINE WAR OF C. Sallustius Crispus. Edited with an Introduction, Notes, and a Vocabulary. By Charles George Herberman, Ph.D., LL.D. New York: D. Appleton & Co. 272 pp.

In the preparation of this volume, the editor's aim has been to assist the student as far as possible with all the resources of modern scholarship. The text of the book is based on that of Jordan which has also been adapted in the best German and English school editions. The orthography is that of Brambach. It is most frequently the case, in this country, that Sallust is put into the hands of beginners, and for this reason, it has seemed best to the editor not to perplex the young student by archaisms in spelling; and for the same reason, in spite of variations in the manuscripts, words are spelled in the same way, wherever they occur. For the benefit of beginners, too, copious references to Harkness' "Latin Grammar," have been placed in the notes. The study of the peculiarities in

Sallust's style, and the references thereto in the notes are intended chiefly for more matured scholars. In compiling the notes the editor has endeavored to omit nothing in the way of historical illustrations that can aid the student to obtain a clear insight into the meaning of the author. The numerous illustrations have been taken from a variety of sources, and will increase the interest and throw still more light on the text. A full and valuable introduction is given, which contains a number of chapters, including, The Life of Sallust; Sallust as a Historian; Sallust's Style and Syntax; The Jugurthine War; The Kingdom of Numidia, with an illustration representing the Berbers in the northern part of the Sahara; and The Text of Sallust. Following the Notes, are a Historical and Geographical Index, and Vocabulary. The book is well bound, with red edges, good paper, and clear type.

Dr. Herberman has done his work well. No edition of the Jugurthine War, published in this country is better edited.

THE BEGINNER'S LATIN BOOK. By William C. Collier, A.M., and M. Grant Daniell, A.M. Boston: Ginn & Co. 276 pp. \$1.10.

To serve as a preparation for reading, writing, and to a certain degree, for speaking Latin, this book is prepared and presented to scholars and teachers. It is intended, primarily, for the use of boys and girls who are to begin the study of Latin when quite young, and as the idea controlling the plan, is the greatest amount of practice with the smallest amount of theory,—the young learner of Latin cannot but like the book. It contains, 1. a brief introduction explaining the Roman and English methods of pronunciations,—the necessary paradigms, a outline of the most important principles of syntax, and a large number of exercises for double translation, with short explanatory notes; 2. About thirty simple dialogues are added to as many lessons,—some of these are on the subjects of the lessons, some are on various topics of school and holiday life, others on historical and mythological subjects; 3. Easy translations are included,—fables, extracts from Nepos, Ovid, Cicero, and others. In the preparation of the book simplicity, clearness, and directness have been studied throughout. The system of inflected forms is slowly but very fully developed, with the addition of numerous exercises. The colloquia have been added to act as an incentive to the moderate use of Latin orally in recitation, for training the ear, and enlarging the vocabulary of the student. The Reading Lessons, which come toward the end of the book consist of Letters, Fables, Two Invasions of Britain, Customs and Habits of the Britons. Followed by Latin English Vocabulary, English Latin Vocabulary and Glossarium Grammaticum. This book is of great value, and teachers of Latin will miss a great help if they do not examine it.

INTERMEDIATE PROBLEMS IN ARITHMETIC. For Junior Classes. By Emma A. Welch. Syracuse, N. Y.: C. W. Bardeen. 50 cents.

We have in this little book over two thousand problems in fractions, reduction, and decimals, which are intended to be used supplementary to the regular text-book. It is entirely free from rules or suggestions of any kind. A live teacher, by supplying all the rules himself, could use it with advantage as the sole text-book in arithmetic for the grade for which it is suited, as it would save much of the time spent in copying on the board examples for the pupils to work, and also the extra time necessary for thinking out original problems. The author informs us that these examples have been all tested and are graded to the unfolding faculties of pupils. Overworked teachers will hail this book with delight, as will also those who have the time but not the inclination to spend extra time in thinking out practical problems. The book is small and compact in form, and is neatly and strongly bound in cloth.

BOOKS RECEIVED.

Sadler's Commercial Arithmetic. Complete School Edition. By W. H. Sadler and W. R. Will. Baltimore, Md.: W. H. Sadler, Publisher. \$1.

The Boys' Book of Sports and Outdoor Life. Edited by Maurice Thompson. New York: The Century Co.

Milton's Earlier Poems. By Wm. Cowper. New York: Cassell & Co. 10 cents.

The Story of Carthage. By Alfred J. Church, M.A. New York: G. P. Putnam's Sons. \$1.50.

The American Citizen's Manual. By W. C. Ford. New York: G. P. Putnam's Sons. \$1.25.

The Labor Movement in America. By R. T. Ely, Ph.D. Boston: T. Y. Crowell & Co. \$1.50.

Sheldon's Word Studies. New York: Sheldon & Co.

The Pocket Atlas of the World. New York: G. P. Putnam's Sons. \$1 and \$1.50.

German of To-day. By Dr. N. Heinemann, F.R.G.S. New York: Cassell & Co. 40 cents.

Transformed. By Florence Montgomery. Philadelphia: J. B. Lippincott Co. \$1.25.

Stories from Life. By Sarah K. Bolton. Boston: T. Y. Crowell & Co. \$1.25.

The Child's Book of Nature. By Dr. Hooker. In Three Volumes. 1. Plants; 2. Animals; 3. Air, Water, etc. New York: Harper Bros.

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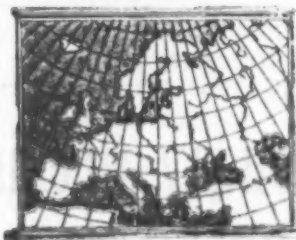


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Behold! Jeremiah Musquash, of Way-
back, dreamed a dream. Upon the heav-
iest of his midnight slumbers there came
a vision; and he thought he stood in the
streets of the New Jerusalem, and lo! a
great multitude of men and angels clad in
white raiment and wearing golden slip-
pers promenaded in the streets thereof.
Some of these had not golden shoes but
black; and Jeremiah Musquash, of Way-
back, marveled greatly thereat; how
these things mote be.

Then came St. Peter in from the ticket-
gate, and said unto certain some of them
that had black shoes, "Hustle ye hence!"
Nevertheless unto other some of the sable-
shod he said, "Tarry yet awhile."

And Jeremiah Musquash, of Wayback,
marveled even more abundantly, and en-
quired of St. Peter, "How say ye unto
some of these with black shoes, 'Git ye,
git!' and unto other some, 'Tarry with
those of the golden slippers?'"

And St. Peter, the keeper of the ticket-
gate, answered and said:

"Wot ye not that those which remain
have their shoes polished with Button &
Otley's Raven Glass Shoe Dressing.
Read ye the pages of the SCHOOL
JOURNAL, that ye may know the merits of
this dressing. Then may ye walk in the
streets of the New Jerusalem."

And Jeremiah Musquash, of Wayback,
awoke, and behold, it was a dream.—
Isaiah x, ix.

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Reserve Premium Fund, \$1,132,729.36
Reserve for Unpaid Losses and Claims, \$78,483.92
Net Surplus, \$3,211,213.28

SUMMARY OF ASSETS.
Cash in banks, \$245,795.99
Bonds & Mortgage, being list filed on 11th Mar '86, \$27,550.00
United States Stocks, (market value), \$73,500.00
Bank & U. S. Stocks & Bonds, (market value), \$1,252,550.00
State & City Bonds, (market value), \$225,000.00
Loans on Stocks, payable on demand, \$127,850.00
Interest due on 1st January 1886, \$7,656.00
Premiums uncollected & in hands of Agents, \$1,100.00
Real Estate, \$1,272,683.77
TOTAL, \$7,018,116.06

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